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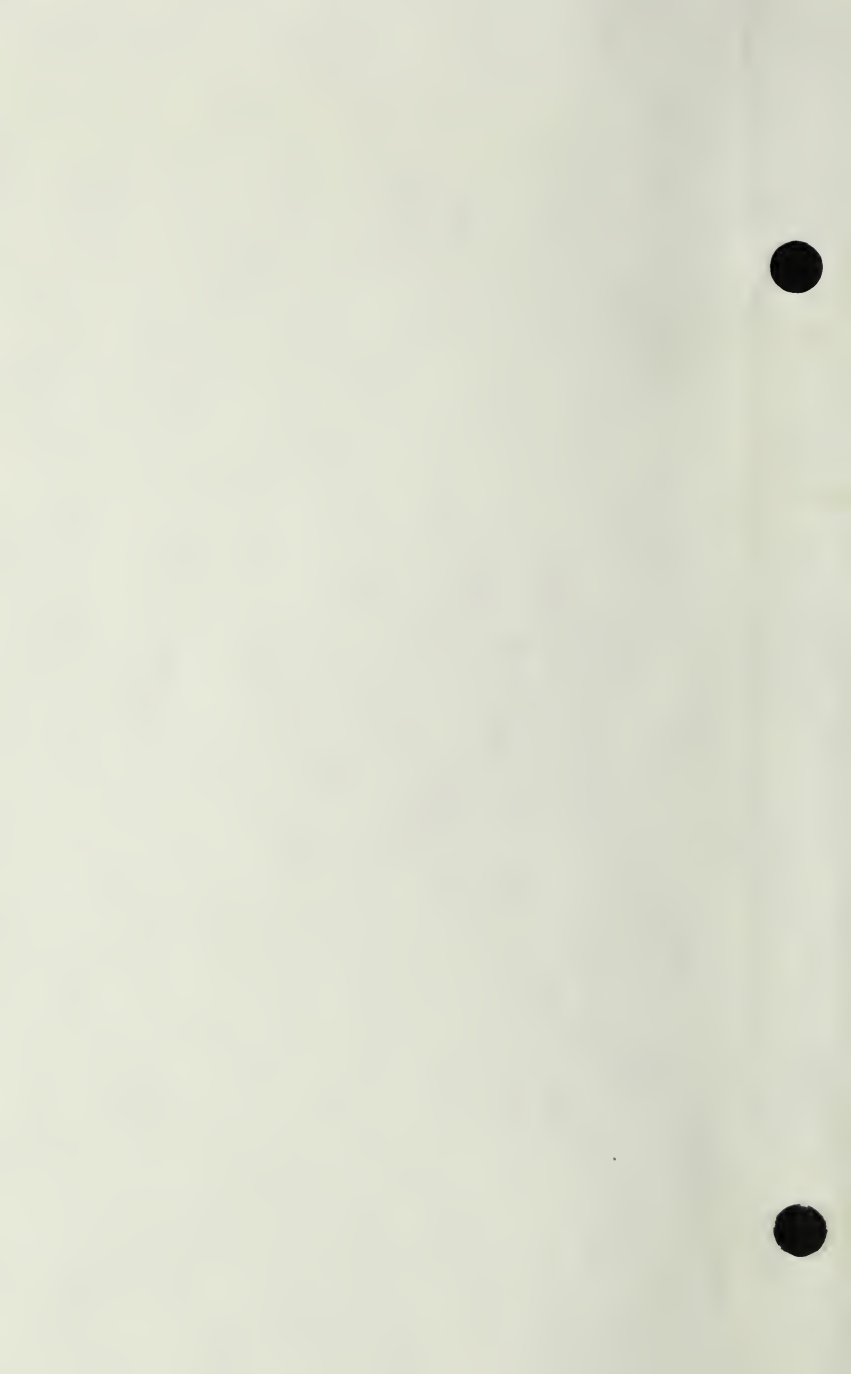
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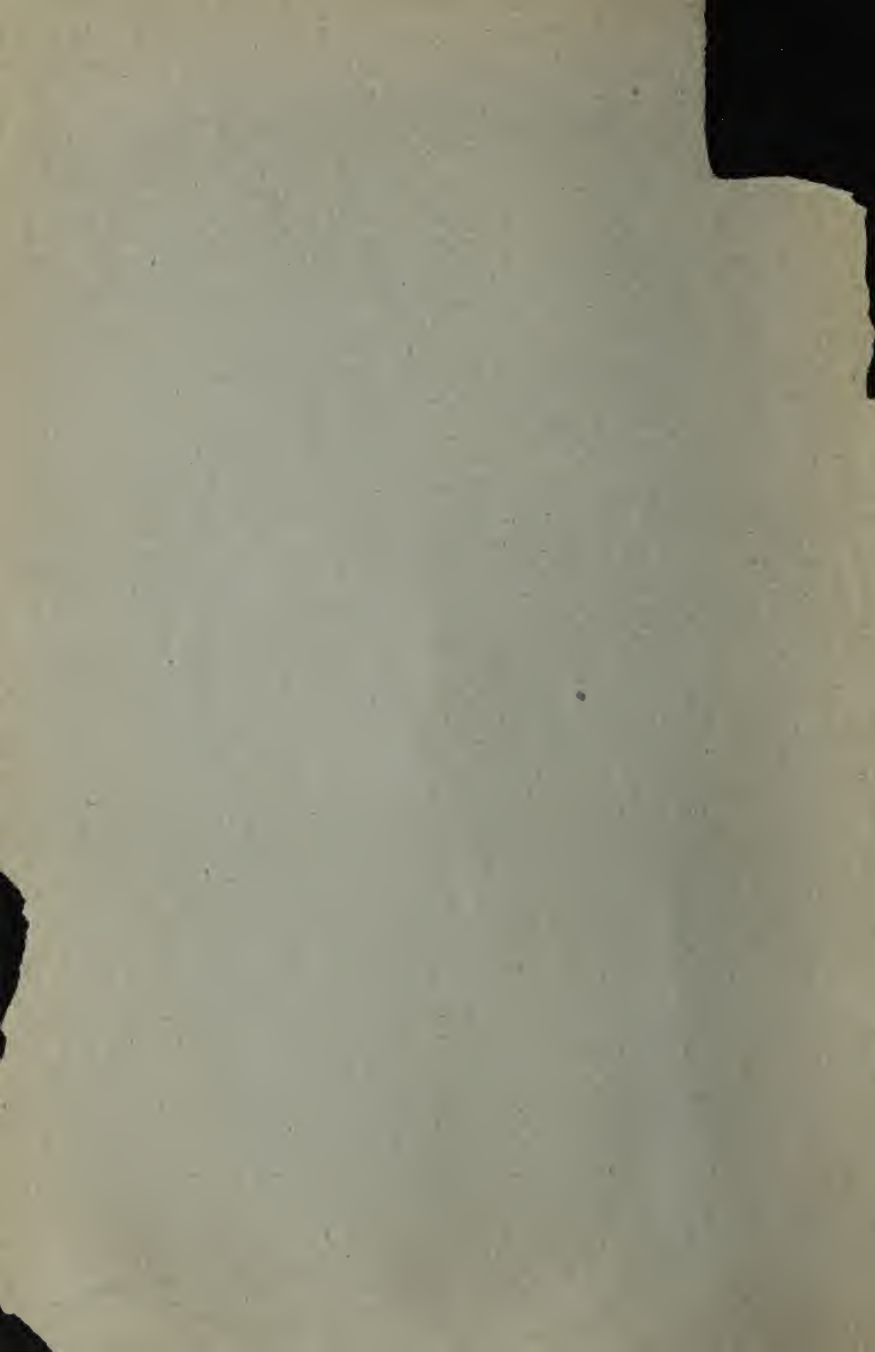


1894.

PUBLIC SCHOOLS,

GALESBURG, ILLINOIS.

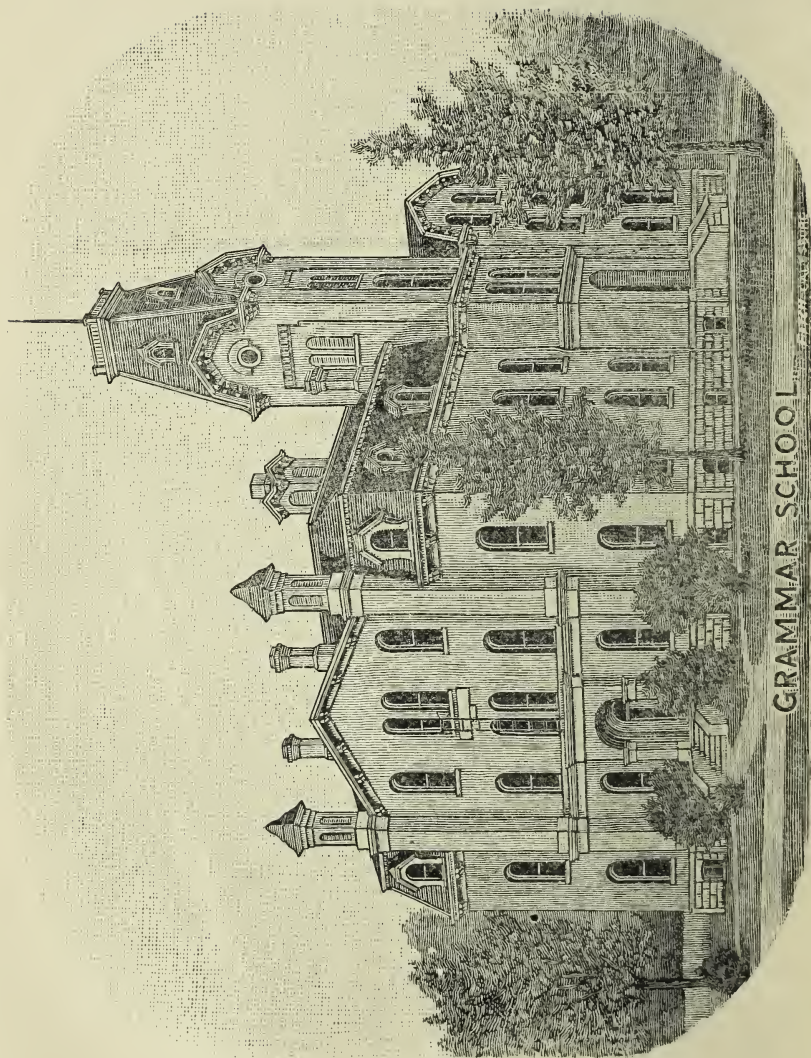
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ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF THE
CITY OF GALESBURG,
FOR THE
SCHOOL YEAR ENDING AUGUST 31, 1894.

GALESBURG, ILL.:
BROTHERHOOD STEAM PRINT.
1894.



GRAMMAR SCHOOL

Board of Education.

1894.

OFFICERS:

FORREST F. COOKE,	-	-	-	-	Ex-officio President
JOHN C. STEPHENS,	-	-	-	-	Ex officio Clerk
A. W. TRUEDSON,	-	-	-	-	Ex-officio Treasurer
W. L. STEELE,	-	-	-	-	Superintendent

DIRECTORS:

First Ward,	-	MISS M. EVELYN STRONG,	Term Expires 1897
Second Ward,	-	L. N. THOMPSON,	Term Expires 1897
Third Ward,	-	G. A. MURDOCH,	Term Expires 1896
Fourth Ward,	-	J. W. HAMMOND,	Term Expires 1895
Fifth Ward,	-	C. E. SWITZER,	Term Expires 1895
Sixth Ward,	-	L. T. STONE,	Term Expires 1896
Seventh Ward,	-	S. B. INMAN,	Term Expires 1897

STANDING COMMITTEES:

Teachers—L. T. STONE, C. E. SWITZER, J. W. HAMMOND.

School Buildings and Grounds—S. B. INMAN, M. EVELYN STRONG,
L. N. THOMPSON.

Text Books, Rules and Regulations, and Supplies—C. E. SWITZER,
G. A. MURDOCH, M. EVELYN STRONG.

Auditing—G. A. MURDOCH, J. W. HAMMOND, L. T. STONE.

School Census.

GALESBURG, ILL., July 15, 1894.

Honorable Members of the Board of Education, City of Galesburg:

Under orders from your committee I have taken the school census of the city of Galesburg and report it as follows :

Every house in the city has been visited and an actual count of the children of school age has been made. The following is the result by wards :

WARDS.	No. of Males Between 6 and 21.	No. of Females Between 6 and 21	Total Between 6 and 21.	No. of Males Under 6.	No. of Females Under 6.	Total Under 6
First	168	185	353	65	55	120
Second . . .	212	201	413	81	69	150
Third	421	466	887	208	221	429
Fourth . . .	590	630	1220	289	308	597
Fifth	452	422	874	137	159	296
Sixth	358	307	665	110	143	253
Seventh . . .	348	373	721	267	169	376
Total . . .	2549	2584	5133	1097	1124	2221

The total number of males between 6 and 21 is 2,549; under 6, 1,097; females between 6 and 21, 2,584; under 6, 1,124.

All of which is very respectfully submitted,

W. S. NASH.

Treasurer's Report.

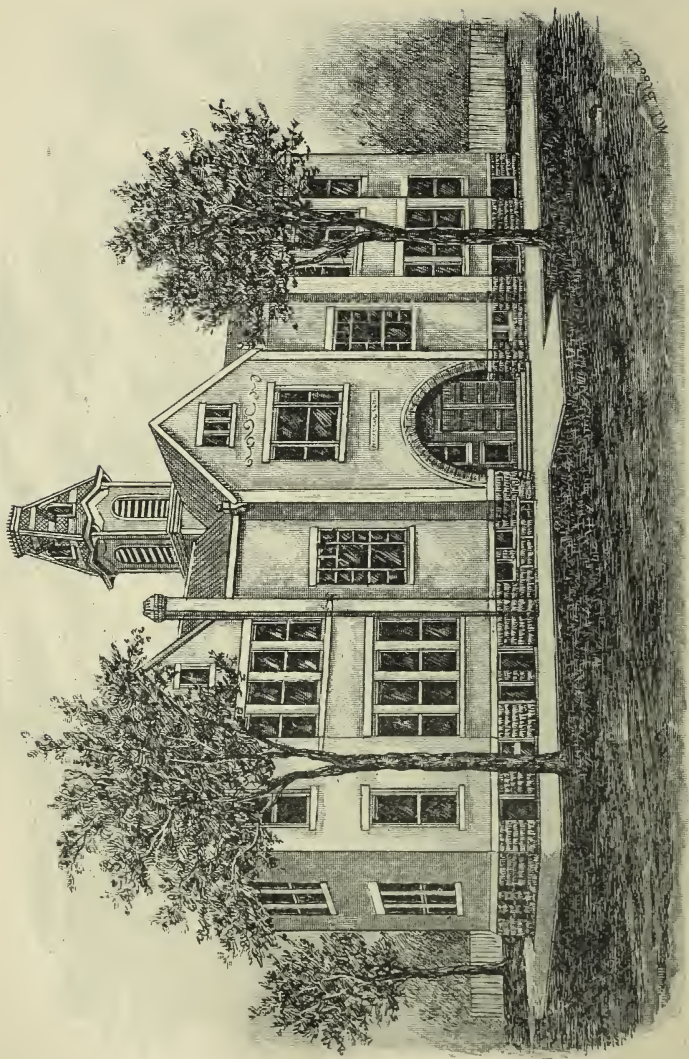
Report of A. W. Truedson, school treasurer, for the year ending August 31, 1894 :

RECEIPTS :

To Cash on hand August 31, 1893.....		\$11,222 88
" Temporary loan.....	\$1,000 00	
" Interest.....	368 00	
" Sale of fence.....	2 00	
" Taxes.....	62,000 00	
" State fund.....	3,589 45	
" Sale of lumber.....	46 25	
" Tuition.....	101 50	
" Weekly journal.....	13 80	\$67,721 00
		<u>\$78,343 88</u>

EXPENDITURES :

By Male teachers.....	\$3,905 00	
" Female teachers.....	25,513 00	
" Janitors.....	3,012 93	
" Repairs.....	2,568 77	
" Fuel and incidentals.....	766 69	
" Supplies.....	751 77	
" Printing and advertising.....	145 40	
" Labor.....	30 75	
" New addition to Hitchcock school.....	3,649 09	
" Gas.....	17 75	
" Telephone.....	126 00	
" Interest.....	2,982 95	
" Motor and power.....	236 75	
" Election.....	54 50	
" Miscellaneous.....	211 63	
" Temporary loan.....	1,000 00	
" Insurance.....	341 57	
" Bonds.....	16,000 00	
" Special tax.....	447 63	\$61,762 48
Cash on hand September 1, 1894.....		16,581 40
		<u>\$78,343 88</u>



HITCHCOCK SCHOOL.

Superintendent's Report.

To the Board of Education:

GENTLEMEN:—I have the honor of presenting to you, and through you to the public, the annual report of the Galesburg Schools for the year ending June 30, 1894. As the last printed report was issued in 1890, whatever changes have been made in the schools since that date, will be noted in this report.

IN GENERAL.

The total enrollment of pupils in 1890 was 2,308; in 1894, 2,750. The number of teachers having charge of rooms was 48 in 1890, and 53 in 1894. This represents an increase in the enrollment of 19.1 per cent. and in the teaching force of 10.1 per cent. The whole number of teachers, including special teachers and substitutes, employed in 1894 was 59.

Within the past six years the High School and Lincoln buildings have been erected and the Hitchcock has been remodelled and enlarged, making an addition in all, of eighteen rooms. Music has been introduced in the grades below the High School, the course of study of the High School has been so enlarged and changed that any one completing it, may enter the Freshman Class, Scientific Course, either of Knox College or Lombard University. Manual Training has been provided for the boys of the High School, a Training Department has been established for those who desire to become teachers in the schools, and Drawing was, in 1891, revived.

SCHOOL ACCOMMODATIONS.

For the good of the child, no teacher should have charge of more than forty pupils. For years this has been the opinion of the Board of Education, and to this

end it has been working, supported, it is believed, by public sentiment. Ten more rooms are now needed thus to accommodate the school children of Galesburg.

Soon after the several independent districts, into which Galesburg was originally divided, were united into one district and the present system of Graded Schools was organized, a large central building (now the Grammar School) was erected. As the city grew, small buildings, generally of four rooms each, were placed in the different parts of the district. When these buildings became crowded, the more advanced pupils were transferred to the large central building. However well this plan may have served the people when the city had a population of ten thousand or less, it would be a mistake to continue this policy now.

Small buildings are, proportionally, more expensive than larger ones, and they do not accommodate the pupils so well. The question of expense is quite apparent to anyone, but that of accommodation may not be so evident.

In a system of graded schools an all important object should be to secure classification without ignoring individual capacity—to classify without allowing classification to be a leash to the bright pupil or too hard a task for the slow one—to have every child in a class where he can work to the best advantage. Capacity, temperament, age, health, industry, and regularity in attendance determine the length of time a pupil should remain in a grade. This fact is practically ignored where the classes are a year apart, or what is the same, where there is but one class in a grade, an entire year being too great a step either forward or backward. This difficulty may be met where there is a sufficient number of pupils in a building to permit of subdividing each grade into two or three classes. It is evident that a four-room building cannot accommodate eight grades divided, or classified, in this way. It would require at least eight rooms—twelve would be better.

That this is not a theory the records of your schools demonstrate. When a pupil completes a grade, his age

and the length of time he has been in that grade are carefully recorded. These statistics show that on an average about one-third of the pupils spend less time or more time in the grade than a year, the time allotted to a grade. In the four-room buildings pupils seldom go farther than the fifth grade, and many not so far, until they are transferred to the Grammar School building. This compels children of ten and twelve years of age to come from the extreme limits of the city to the Grammar School. This is not right.

Since the Hitchcock building has been enlarged to nine rooms, pupils of that district are prepared there for the High School.

As more schoolrooms are needed, the present buildings should first be enlarged to eight or twelve rooms. The cost will be less, the best classification will be preserved, and pupils will not be required to come down town to school until they are ready for the High School.

In another year it will be necessary to devote the entire High School building to the use of the High School alone. For efficient work in the sciences a laboratory is essential. In re-arranging the building this should not be overlooked. This change will necessitate new quarters for the Central Primary now occupying the first floor of the High School building. The Training School which is an efficient department of your schools is now a part of the Central Primary and care should be taken to make suitable provision for it.

COURSE OF STUDY.

In outlining the work of each subject for the different grades, the topics treated in the text-books now in use have been given in place of referring to the pages of those books. It is thought this makes it more intelligible to any who may wish to consult it, and, at the same time, it emphasizes to the teachers principles and facts rather than pages.

The course in Language has been undergoing a change during recent years. During the first five year's work, no book is in the hands of the pupil. Experience proves that a child may take any language book and be

able to recite it glibly, yet still know but little of what it teaches. He becomes acquainted with its phraseology and memorizes it. A fact viewed from one point only, is not learned. To overcome this tendency, reference is made to the different ways each topic is presented in the leading text-books on the subject. These books are in the hands of the teachers.

Another reason for not confining the teaching to one text-book is that it is in these years the child is forming his language habits, and his time and attention should be devoted to mastering those expressions he is constantly using and which he is daily hearing misused. Much that is found in any language book has neither of these objects in view.

Language is a part of reading, and it will be seen that this fact is recognized and emphasized by the frequent references made in this outline to the reader used by the child, where these points are brought out.

For these reasons more space is given to the outlining of the language work.

MUSIC AND DRAWING.

Music and Drawing have found a place in all the best schools of the country. Their value viewed either from an educational or utilitarian standpoint is now universally recognized. The greatest difficulty in introducing these subjects has been that all teachers were not musicians and artists, and it was thought that they must be. In many places this was overcome by having special teachers for these subjects. One objection to special teachers is the additional expense it involves, and another is, that the responsibility is divided between the regular teacher and the special teacher. Divided responsibility is liable to be unsatisfactory to all parties. The testimony of experience is that no subject can be successfully taught to the pupil except by the regular teacher. It may seem a strange statement to make, but it is nevertheless true, that a person who cannot sing, can teach music successfully. Any incredulity on this point on the part of anyone may be removed by an inspection of the work in this branch done daily in your schools.

It is not contended that one who knows nothing about these subjects can teach them. It is only claimed that one may lack in the mechanical execution and yet be a good teacher of these subjects. A person who is a good teacher of the ordinary subjects taught, and who has control of her pupils, can become a good teacher of Music and of Drawing under a competent supervisor, provided she will make a special study of them. A supervisor is one who directs the teachers what to do; a special teacher is one who goes into their rooms and teaches for them.

The Music, since it was introduced some six years ago, has been in the charge of Mr. Housel, who has spent from four to five days of each month in the schools. The results have been good—better, I believe, than if the supervisor had been in the schools every day, for the reasons already given.

There is now need of such a person in Drawing. This branch of study has been in the schools three years, and the house which furnishes the books has, according to agreement, thus far sent an expert twice a year to inspect the work and to give general directions concerning it. This much of supervision will be necessary for some time to come. As we cannot depend longer upon this favor from the house, a supervisor of Drawing is needed. The most capable person that can be secured should be engaged for two or three weeks of each term. The question the Board should ask of an applicant for such position is, "How much special talent have you for this line of work, not how much time can you give to it?"

QUALIFICATION OF TEACHERS.

Galesburg should have the very best teachers, because it has Knox College and Lombard University, in which they can get a broad and through education, and the Kindergarten Normal, where they can study the principles of the profession and become imbued with the spirit of the teacher. The salary paid and the permanency of the position are such as to justify this preparation.

The present character and standing of your schools are due, in a great measure, to these institutions.

Seventy-two per cent. of the present corps of teachers have attended either these schools or similar ones, and most of this number hold their diplomas. This is a remarkable showing. There are excellent teachers in the schools who never attended any college, but they would have been even better had they received such an education.

The policy of the Board in the past in this respect cannot be too strongly commended.

SPECIAL REPORTS.

Your attention is called to the report of the Manual Training department, which has steadily grown and improved under the able management of Mr. G. H. Bridge; also to the report of the Training School for Teachers under the charge of Miss F. Lilian Taylor, a lady whose ability and devotion to her work is recognized by all.

In conclusion, I wish to express my appreciation of the generous treatment received from all with whom my position has brought me in contact, and especially to the members of the Board of Education for their hearty co-operation.

W. L. STEELE, Superintendent.

HIGH SCHOOL COURSE OF STUDY.

LATIN COURSE.				ENGLISH COURSE.		
FIRST TERM. 16 WEEKS.	SECOND TERM. 12 WEEKS.	THIRD TERM. 8 WEEKS.		FIRST TERM. 16 WEEKS.	SECOND TERM. 12 WEEKS.	THIRD TERM. 8 WEEKS.
1. Latin. 2. Algebra. 3. Ancient History. 4. * Study of Au- thors. Irving. Addison.	1. Latin. 2. Algebra. 3. Medieval History. 4. * Study of Au- thors. Scott. Merchant of Venice	1. Latin. 2. Algebra. 3. Modern History. 4. * Study of Au- thors. Longfellow.		1. Physiology. 2. Algebra. 3. Ancient History. 4. * Study of Au- thors. Irving. Addison.	1. Book-keeping. 2. Algebra. 3. Medieval History 4. * Study of Au- thors. Scott. Merchant of Venice	1. Book-keeping. 2. Algebra. 3. Modern History. 4. * Study of Au- thors Longfellow.
1. Latin. 2. Zoology. 3. English Composi- tion. 4. * Study of Au- thors. Goldsmith. Hawthorne.	1. Latin. 2. Astronomy. 3. Physics. 4. * Study of Au- thors. Shakespeare's Jul- ius Caesar. Lowell's Lincoln.	1. Latin. 2. Botany. 3. Physics. 4. * Study of Au- thors. Macaulay.		1. English History. 2. Zoology. 3. Eng. Composit'n. 4. * Study of Au- thors. Goldsmith Hawthorne.	1. Constitution of U. S. 2. Astronomy. 3. Physics. 4. * Study of Au- thors. Shakespeare's Jul- ius Caesar. Lowell's Lincoln.	1. Civil Government 2. Botany. 3. Physics. 4. * Study of Au- thors Macaulay.
1. Latin. 2. Plane Geometry. 3. Phys. Geography 4. * Study of Au- thors Tennyson. Carlyle.	1. Latin. 2. Plane Geometry. 3. Rhetoric. 4. * Study of Au- thors. Hamlet.	1. Latin. 2. Civil Govern- ment. 3. Review Arithme- tic 4. * Study of Au- thors. Emerson—one essay Webster's Orations		1. History of Liter- ature. 2. Plane Geometry. 3. Phys. Geography 4. * Study of Au- thors. Tennyson. Carlyle.	1. Principles of Chemistry. 2. Plane Geometry. 3. Rhetoric. 4. * Study of Au- thors. Hamlet.	1. Political Economy 2. Solid Geometry. 3. Review Arithme- tic. 4. * Study of Au- thors. Emerson—one essay Webster's Orations.

*Two recitations per week.

NOTE I.—Compositions monthly throughout the Course.

NOTE II.—Classes sometimes enter the Second Term. In such case the Latin Course for the remainder of the year will be Book-keeping, Physiology, and Short Selections from various authors; the English Course will be Mathematical Problems, Composition, and Short Selections from various authors.

List and Price of Books Used in the High School.

FIRST YEAR.

Comstock's First Latin Book.....	\$1.25
Well's Academic Algebra.....	1.35
Meyer's General History.....	1.50
Steele's Physiology.....	1.10
Meservey's Book-keeping.....	1.00
English Classics.....	

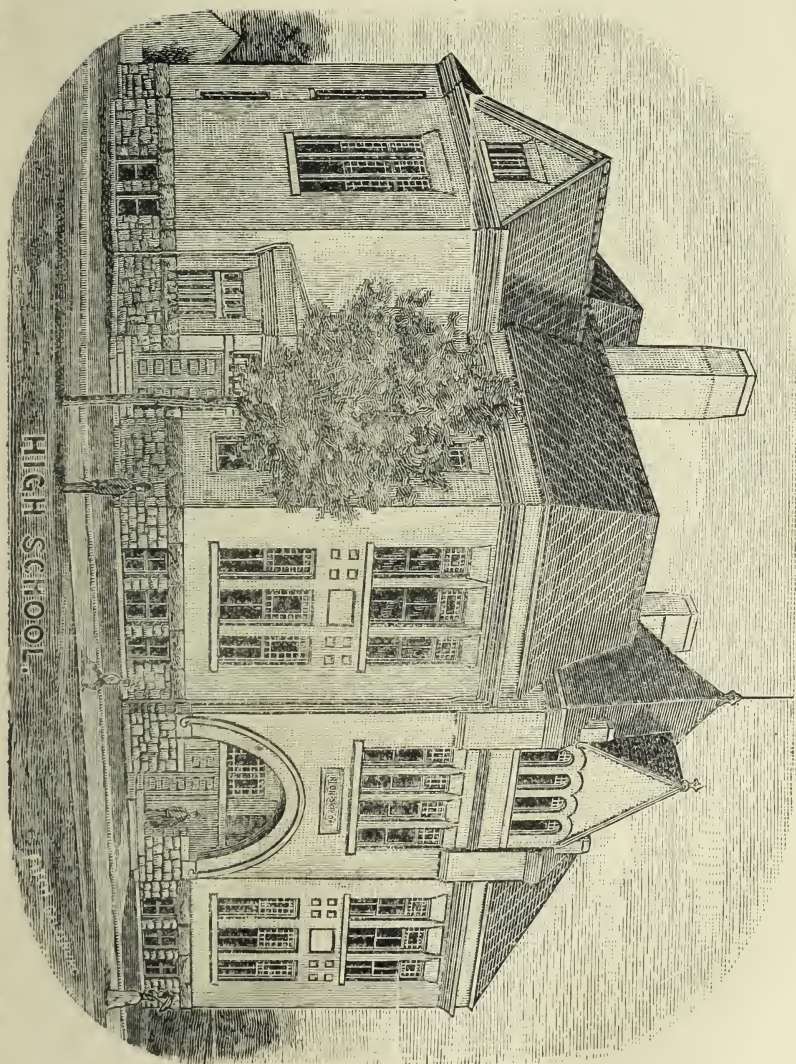
SECOND YEAR.

Harkness' Latin Grammar.....	\$1.25
Kelsey's Cæsar.....	1.35
Steele's Zoology.....	1.30
Lockwood's Lessons in English.....	1.25
Young's Elements of Astronomy.....	1.40
Gage's Introduction to Physical Sciences.....	1.00
Wood's Botanist and Florist.....	1.90
Montgomery's English History.....	1.25
Dawes' How We Are Governed.....	1.25
English Classics.....	

THIRD YEAR.

Kelsey's Cicero.....	\$1.35
Well's Geometry.....	1.40
Warren's Physical Geography.....	1.65
D. J. Hill's Rhetoric.....	1.10
Martin's Civil Government.....	1.00
Morgan's History of Literature.....	1.10
Steele's Chemistry.....	1.10
Steele's Rudimentary Economics... ..	1.00
The New Arithmetic.....	.75
Chase and Stuart's Virgil.....	1.20
English Classics.....	

NOTE—The English Classics comprise some complete work of each author read during the year, and each book costs from ten to forty cents.



Teachers' Training School.

Mr. W. L. Steele, Superintendent of Schools:

DEAR SIR:—In accordance with your request, I present the report of the Galesburg Training School for Teachers, and the Course of Study pursued during the past two years.

The Training School was opened in 1888. Since this date, thirty-two members have been appointed by the Board of Education. Nine of these have resigned. Seventeen are regular teachers in the city schools and six are prepared for such positions. Twenty-two of these teachers are graduates of the Galesburg High School; five hold Knox College diplomas, and all have certificates from the County Superintendent.

The general plan which has been in operation during the past two years is as follows:

PRACTICE.—The practice work of this department is of three kinds: (1) Teaching the first, second and third grade pupils of the Central Primary School, each teacher, as a rule, having charge of a room for one term. (2) Filling all temporary vacancies caused by the absence of the regular teachers in the city schools. (3) Assisting in the different ward schools whenever overcrowding of pupils makes such help necessary. This assistance has usually been limited to the mornings of each day.

THEORY.—In the study of the theory of teaching, most satisfactory work has been done, owing to the arrangement by which the members of the Training Class have been able to spend some time each day in the study of standard works on education. Each week four meetings of the class are held for recitations, reports on edu-

cational reading, and discussions of the best methods of teaching. Much time is also given to object drawing.

The action of the Board of Education, in June 1893, awarding diplomas to those completing the Course of Study and Practice has done much to establish the Training School on a firm basis, and has greatly increased the interest of those in training in professional study. Applications for membership, from persons willing to give their time in return for the advantages of the school, have already been received. These persons increase the teaching force, and the children reap the benefit by receiving more individual instruction.

The great need of this department is additional room, both for the recitations of the children and the study of the Training Class. At present the only place for such work is the hall where interruptions are constant.

Much praise is due the members of the Training Classes for the cheerful spirit with which they have met all duties, and particularly for their growing interest in the principles of education and the best ways of interesting and teaching children.

The accompanying Course of Study, together with the note books and drawings presented for examination each year by the graduating classes, show in detail the special preparation which the Training School affords for the work of teaching.

COURSE OF STUDY.

FALL TERM.

I. *Page's Theory and Practice of Teaching*: (Two recitations per week.) Required Reading: Selections from "Hewitt's Pedagogy," "Johonnot's Principles and Practice of Teaching," "Baldwin's School Management," "The Public School Journal" and Current Educational Periodicals.

II. *Primary Methods*: (One recitation per week.) Methods of teaching reading, writing, numbers, and language in first and second grades. Required Reading: Selections from "Quincy Methods," "The Practical

Teacher," "Parker's Talks to Teachers," and Educational Journals. Examination and discussion of the best primary text-books.

III. *Drawing*: (One recitation per week.) "Prang's Manual of Form Study for First and Second Years." Simple outline drawings of models in different positions. Outline drawings of leaves, fruits, and vegetables.

WINTER TERM.

I. *Educational History*: (One recitation per week.)

1. Education of the ancients.
2. Educational reforms and their influence on the present school system.
3. Pestalozzi and object lessons.
4. Froebel and the kindergarten.
5. Manual training.

Required Reading: Selections from "Barnes' General History," "Painter's History of Education," "Quick's Educational Reformers," "Life of Pestalozzi," "Life of Froebel," and Current Educational Periodicals.

II. *Methods*: (Two recitations per week.) Methods of teaching reading, writing, arithmetic and language in third grade. Language outlines for second and third years completed.

III. *Drawing*: (One recitation per week.) Methods of teaching books 1, 2, 3 and 4. Practice in drawing groups of models in outline and with simple shading; constructive drawing of type solids.

SPRING TERM.

I. *General Literature and Children's Reading*: (Four recitations.) Required Reading: "Literary Landmarks," "Scudder's Folk Lore," and "Use of Stories."

II. *Methods*: (One recitation per week.) Geography and map drawing. Illustration in advanced arithmetic.

III. *Drawing*: (Four recitations.) Decorative drawing and color.

IV. *Miscellaneous:* Rules and regulations of Galesburg Public Schools.

Reports and records.

Preparation of list of model text-books.

Examination of note-books and reports of general reading.

Recommended Reading:

A Study of Child Nature—By Elizabeth Harrison.

Evolution of Dodd—By William Hawley Smith.

Preston Papers.

Story of Zacary.

Leonard and Gertrude—By Pestalozzi.

Visits in European Schools—By Klem.

Emile—By Rousseau.

History of Pedagogy—By Compayre.

Practical Lessons in Psychology—By Krohn.

General Method—By McMurray.

Respectfully submitted,

F. LILIAN TAYLOR, Training Teacher.

June, 1894.

Manual Training Department.

Mr. W. L. Steele, Superintendent of Schools:

DEAR SIR—I submit the following report:

The most pleasant and productive year in the history of the Manual Training department was the one closing May, 1894.

The total enrollment for the year was thirty-eight. This necessitated combining the Seniors and Middlers, and dividing the Juniors into two classes. The English and Latin divisions alternate, coming twice one week and once the next.

FIRST YEAR—*Planing, Sawing, Chiseling, Boring, and Elementary Turning.*

SECOND YEAR—*Joinery and Turning.* The joints are halved together, open mortise and tenon, blind mortise and tenon, mortise and tenon through the piece, single and double mitre, mitre with mortise and tenon, doweeling, dovetail halved together, dovetail on corner, dovetail with single tongue, etc., etc.; also exercises in turning.

THIRD YEAR—*Turning, Pattern-making and Carving.* There seems to be no manuals published that are of much aid in this work. It has been my plan to illustrate from the blackboard, making large drawings from which the pupils make working sketches. I am now preparing blue-prints from which the boy will construct his work. Each sheet contains a drawing of the product and an additional sketch to illustrate the principal operations, as well as printed directions. Drawings are placed in the hands of each pupil at the bench, and additional instructions are given to the individual.

After the lessons of each year are completed they are combined into some useful article of furniture, the boy furnishing the material and keeping the article made.

In this finished product he is taught to combine principles learned, to fill and bring out the grain of the wood, the use and the application of shellac and varnish; in short, all that is required to make a finished piece of work in wood. Such articles have been made as writing-desks, book-cases, hat-racks and side-boards.

There are those who object to putting the boys on work of this nature, claiming that as soon as a boy has learned to make one joint he should be taught something else.

It seems to me that it requires much more knowledge, skill, patience and forethought to combine six to twenty joints in one piece than the making of one. Besides, the boy is learning something of wood in these larger pieces that he cannot get in planing a piece six or twelve inches long.

The boy must use good taste in arranging the different pieces of wood so as to bring out the grain and have them properly matched.

The desire he has to have the piece one of the best, and a credit to himself, stimulates him in bringing out his best workmanship. In this finished product he at once sees the application of the principles previously learned, and is aroused to greater interest and enthusiasm. He is encouraged by his parents in the purchase of the needed material. The home and school are brought into closer touch.

This work is all voluntary. There are but few boys finishing the course of lessons that do not complete a finished piece.

Some have thought we were most too ambitious in undertaking such elaborate pieces of work. It is the aim of the instructor of this department to encourage, not discourage. A boy has the God-given powers to do whatsoever he wills to do, and with a strong determination to do well whatever he undertakes, he succeeds far beyond what he imagined his ability to be.

Some parents have said: "My boy has no mechanical ability." We do not know what ability one has until he is given an opportunity of showing what he can do. Most boys can do much more than their parents or others think they can, with someone to lead and encourage.

The woodwork is but one branch of a manual training school. At present there are not the facilities for doing anything in iron.

Mechanical drawing is one of the most important branches in manual work. Men capable of reading and making working drawings are generally our foremen, commanding much better wages, though no better workmen.

I would suggest that the boys of this department be given one and one-half hours per week for mechanical drawing. As it is at present, beginning at 3 o'clock, and some coming only once a week, there is not time for this very useful branch.

The exhibition was held in conjunction with the High School Commencement, Friday, June 2, and the day following. Hundreds examined the work. The sentiment of all who saw the exhibit appeared to be one of pride in our public schools, and satisfaction at the progress that has been made in this department. One of our city papers said: "It is hoped every citizen will avail himself of the opportunity to see these articles of furniture. If they do, they will feel proud of the boys and of the department."

I wish to acknowledge the many favors granted the instructor and boys by Mr. Herman Kopp and Mr. William Cameron, of the Frost Manufacturing Company. These gentlemen, as well as many others, have shown great interest in the advancement of this department of our public schools.

Tendering my sincere thanks to the Board of Education for their active and appreciative interest, and to you for the aid and support which you have always been willing in giving,

I am, yours most faithfully,

G. H. BRIDGE.

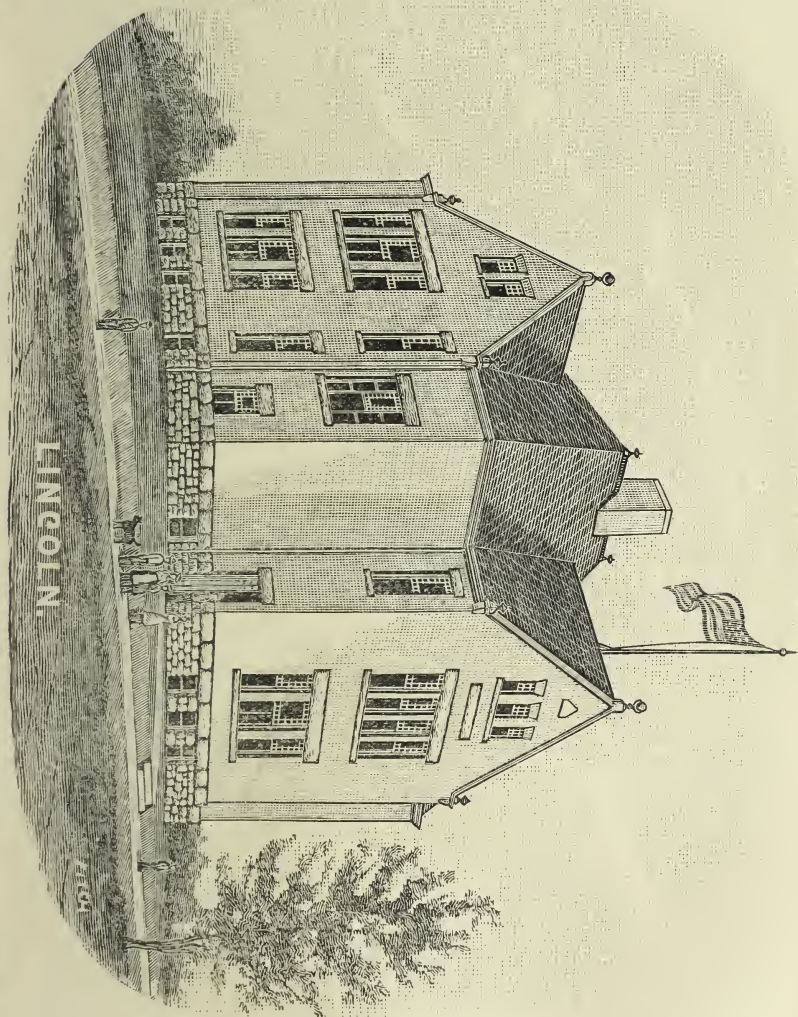


TABLE I.

SHOWING THE NUMBER ENROLLED AND THE NUMBER WITHDRAWN DURING THE YEAR.

SCHOOLS	ENROLLED			WITHDRAWN.		
	Boys.	Girls.	Both.	Boys.	Girls.	Both.
High School.....	61	133	194	6	16	22
Grammar.....	300	319	619	73	56	129
Hitchcock.....	191	198	389	28	20	48
Lincoln.....	130	123	253	12	19	31
Weston.....	200	187	387	32	27	59
Douglas.....	121	102	223	30	25	55
Cooke.....	107	97	204	28	20	48
Bateman.....	117	112	229	20	12	32
Central Primary.....	125	127	252	21	19	40
Total.....	1352	1398	2750	250	214	464

TABLE II.

SHOWING THE AVERAGE ENROLLMENT, ATTENDANCE, ETC., ETC., EACH SCHOOL.

SCHOOLS.	Average Enrollment.	Av. No. Being.	Daily Attendance.	P'r Cent Attendance.	Cases of Tardiness.	Perfect Attendance.
High School.....	183	177	174	98.3	133	103
Grammar.....	545	517	492	95.1	183	208
Hitchcock.....	362	342	327	95.5	179	150
Lincoln.....	219	206	197	95.6	87	99
Weston.....	319	299	281	93.9	71	125
Douglas.....	191	178	169	94.9	88	71
Cooke.....	164	153	145	94.1	88	65
Bateman.....	193	185	176	95.1	74	75
Central Primary.....	201	186	172	92.5	116	67
Total.....	2382	2243	2133	95.	1027	962

TABLE III.

SHOWING THE NUMBER OF PUPILS WITHDRAWN FROM THE SCHOOLS DURING THE YEAR, WITH CAUSE.

SCHOOLS.	Left City.	Work.	Sickness.	Private Schools.	Unknown.	Indifference.	Death.	Vaccination.	Suspended.	Total.
High School....	2	6	10	1	....	2	1	....	....	22
Grammar.....	30	53	16	4	18	7	....	....	1	129
Hitchcock.....	24	6	8	3	6	1	....	....	....	48
Lincoln.....	12	9	4	3	3	....	....	....	....	31
Weston.....	28	11	7	....	11	2	....	....	....	59
Douglas.....	31	15	2	4	1	2	....	....	....	55
Cooke.....	16	14	3	....	12	....	1	2	....	48
Bateman.....	18	6	1	1	3	3	....	....	....	32
Central Primary	20	3	3	3	2	2	1	....	....	40
Total.....	181	123	54	19	56	25	3	2	1	464

TABLE IV.

SHOWING NUMBER OF PUPILS PROMOTED FROM EACH GRADE, WITH AGES AT TIME OF PROMOTION.

GRADES.	6 Years.	7 Years.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	Total.
First.....	43	144	109	30	16	8	1	...	1	...	...	...	...	...	...	352
Second.....	..	30	111	85	52	16	7	4	1	...	...	...	...	...	...	306
Third.....	51	122	100	42	13	10	3	1	...	...	...	...	...	345
Fourth.....	2	25	77	73	47	25	7	6	1	...	...	...	...	263
Fifth.....	1	14	66	74	59	15	5	2	1	...	...	...	237
Sixth.....	1	8	54	50	31	13	3	...	...	...	...	160
Seventh.....	9	36	4	29	16	6	1	...	...	142
Eighth.....	9	28	47	31	10	...	...	...	125
Ninth.....	1	6	17	19	11	4	2	...	60
Tenth.....	1	3	17	6	2	2	1	32
Eleventh.....	5	8	18	5	1	37
Total.....	43	174	273	263	260	213	208	194	138	121	94	42	25	9	2	2059

TABLE V.

SHOWING THE NUMBER OF PUPILS COMPLETING GRADE, WITH THE TIME IN GRADE.

GRADES.	I.	II.	III.	Total.
First	110	113	129	352
Second	111	128	67	303
Third	230	62	53	345
Fourth	189	45	29	263
Fifth	145	30	62	237
Sixth	79	12	69	160
Seventh	56	17	69	142
Eighth	70	7	48	125
Ninth	60	.....	.....	60
Tenth	32	.....	.....	32
Eleventh	37	.....	.....	37
Total	1119	414	526	2059

COLUMN I.—Number completing the grade in one year.

COLUMN II.—Number completing the grade in less than a year.

COLUMN III.—Number requiring more than a year to complete the grade.

TABLE VI.

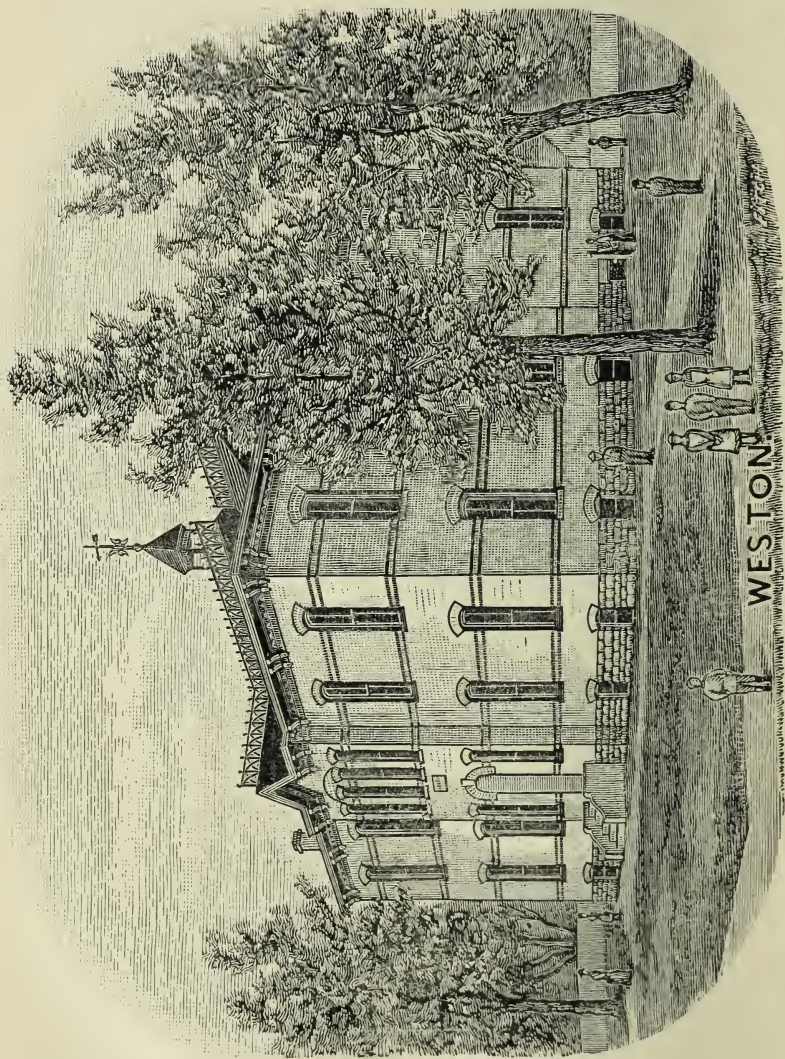
SHOWING THE NUMBER BEGINNING THE FIRST GRADE BY SCHOOLS AND TERMS.

SCHOOLS.	Fall.	Winter.	Spring.	Total.
Hitchcock	42	10	15	67
Lincoln	30	7	8	45
Weston	68	5	17	90
Douglas	23	6	9	38
Cooke	29	10	8	47
Bateman	28	5	7	40
Central Primary	42	11	11	64
Total	262	54	75	391

TABLE VII.

SHOWING NUMBER OF COLORED PUPILS BY SCHOOLS AND GRADES.

GRADES.	High School.	Grammar.	Hitchcock.	Lincoln.	Weston.	Douglas.	Cooke.	Batenan.	Central Primary	Total.
First			1	1	8	....	12	2	9	33
Second					13	...	4	1	6	24
Third					9	....	11	1	8	29
Fourth		1	1	....	5	....	9	1	1	18
Fifth		8	1	....	5	....	10	2	....	26
Sixth		7	....	....	1	....	6	....	....	14
Seventh ..		7	....	....	....	....	....	....	....	7
Eighth		9	....	....	....	....	....	....	....	9
Ninth	1	....	....	....	....	....	....	....	....	1
Tenth	1	....	....	....	....	....	....	....	....	1
Eleventh	4	....	....	....	....	....	....	....	....	4
Total	6	32	3	1	41	....	52	7	24	166



Outline of Course of Study.

The following outline of studies pursued by the pupils of the Galesburg schools has been prepared with a view of making it intelligible to any patron who may wish to know what his child is doing each year in each subject, the regular course of study being, as is always the case, for the use of the teachers who have the text-books at hand to which they can refer. This has been suggested by the many statements and inquiries made by parents in regard to their children's progress and its object is to aid and encourage parents to take an active interest in the work of their children, and thus to secure their intelligent sympathy.

READING.

This is the most important branch of study in the education of the child, for it is the key to all other studies.

In the first year of school the child is expected to complete the First Reader; in the second year, the Second Reader; in the third year, the Third Reader. The fourth and fifth years are given to the Fourth Reader. A supplementary reader of the grade of an easy Fifth Reader is used in the sixth year, while the seventh and eighth years are given to the regular Fifth Reader.

A pupil is considered qualified to be advanced when he can read fluently and with proper expression in his present reader, spell any of the words and explain their meaning, give the names and uses of the different marks used, and, in the more advanced grades, explain all the geographical, biographical and literary references.

A child learns to read by mastering his present reader, not by advancing to a higher one.

LANGUAGE.

Remarks: The object of language teaching is to give the child correct forms for the expressions he is constantly using and to lead him to express his thoughts in a connected manner.

Originality and variety of expressions are the tests of good teaching. To aid the teacher in securing these results and to make the work for each grade definite, is the object of this outline with its references.

BOOKS OF REFERENCE.

1. Language Exercises—By C. C. Long.
2. Primary Lessons in Language—By W. H. Maxwell.
3. How to Talk—By W. B. Powell.
4. Practical Lessons in the Use of English, Books One and Two—
By Mary F. Hyde.
5. Lessons in Language—By H. S. Tarbell.
6. Introductory Language Work—By A. Reed.
7. First Lessons in Language—By Southworth and Goddard.

FIRST YEAR.

ORAL.

1. *Freedom and Confidence*—To this end the work will consist of conversations about such familiar objects as will sufficiently interest the pupil to induce him to take an active part. At this time the pupil should be required to give his answers in complete sentences. These conversations should include the following subjects:

(a) Form and color. (First year models.)

References: Prang's Use of Models.

Prang's Primary Course, Part I.

(b) Elementary science. (Observation of plant and animal life.)

2. *Reproduction of Stories*—The teacher should furnish the pupil with new material for thought and conversation by means of stories, requiring him to tell what has been presented. These stories should be both real and imaginary and such as will create a taste for good literature. The following are typical both in standard value and variety:

The Three Bears.

The Old Woman and Her Pig.

The Anxious Leaf (Beecher).

Little George Washington (Wiggins).

Who Killed Cock Robin?

WRITTEN.

1. *Pupil's Name.*
2. *Accurate Copying of Script and Print.*
3. *Dictation of Sentences from Reader.*
4. *Description of Pictures in First Reader.*

References: (a) Long, pp. 41-43.
 (b) Maxwell, pp. 7-12.
 (c) Hyde, Book I, pp. 6, 21, 37.
 (d) Tarbell, p. 8.

NOTE.—Encourage, from the first, connected thought and lead the pupils to write their sentences in narrative or story form. Teach them to avoid the use of the same word in beginning sentences.

5. *Capitals and Punctuation*—The first four topics in written language should teach the following uses of capitals and punctuation marks:

Telling and Asking Sentences.	{	1. Capitals.	{	1. Beginning sentences.	
		2. Punctuation.		2. Names of persons and places.	
				3. The words I and O.	
	2. Punctuation.	{	1. Period.		
	2. Question mark.				

References: (a) Powell, pp. 17-21.
 (b) Long, Part I, pp. 5, 6.
 (c) Reed, pp. 14-24.

SECOND YEAR.

ORAL.

1. *Reproduction of Reading Lessons*—

References: Second Reader, pp. 23, 59, 78, 98, 126, 137, 143, 155, 161, 172, 181.

2. *Description of Objects*—

References: (a) Second year models and objects based on same.

(b) Such work in elementary science as is suggested by the reader.

See lessons 19, 20, 25, 29, 33, 34, 36, 39, 41, 45, 46, 51, 57, 62, 64.

For method see: Long, Part I, pp. 36, 38.

WRITTEN.

1. *Description of Pictures in Reader—*

References: See pp. 23, 34, 40, 44, 48, 58, 67, 90, 102, 117, 136, 143, 164.

For method see: (a) Hyde, pp. 6, 31, 36.—Appendix, pp. 3, 4, 7, 12, 18, 19.

(b) Maxwell, pp. 1, 10, 14.

(c) Hyde, Book I, pp. 45, 46.

NOTE.—These descriptions should include, (a) telling, asking and commanding sentences; and (b) should teach the use of the comma in direct address.

2. *Combining Sentences—*

References: (a) Long, Part I, pp. 17, 24, 25.

(b) Maxwell, pp. 43, 48, 53, 59, 76, 78.

3. *Capitals*—The use of capitals extended to (a) days of the week, (b) months of the year, (c) holidays.

References: (a) Long, Part I, pp. 24, 25.

Maxwell, p. 41.

Powell, pp. 130, 131.

Tarbell, p. 13.

Second Reader, pp. 28, 78, 81, 87, 88, 152.

(b) Hyde, Book I, pp. 25, 26.

Southworth, p. 21.

(c) Second Reader, pp. 16, 34, 115.

NOTE.—The exercises under this topic should consist largely of short compositions suited to the time and season; description of the month, its weather, products, sports, common flowers, fruits and vegetables, and especially the holidays. The use of the comma in a series of words having the same construction should here be taught.

4. *Number and Form of Verbs*—(a) Is and are, was and were, has and have. (b) Go, see, do.

References: (a) Long, Part I, pp. 6-12.

Powell, pp. 26-28.

Hyde, Book I, pp. 8, 9, 12, 14, 26, 27, 32, 33.

Southworth, p. 40.

(b) Long, Part I, pp. 29-33.

5. *Personal Pronouns*—Pronouns used as subjects of verbs.

References: (a) Maxwell, pp. 14, 15, 110, 111.

(b) Powell, pp. 138-146.

(c) Hyde, Book I, p. 99.

(d) Southworth, p. 112.

6. *Apostrophe*—The use of the apostrophe to denote omissions of letters in a word.

References: (a) Hyde, Book I, pp. 51-53.

(b) Powell, p. 175.

(c) Southworth, p. 13.

(d) Second Reader, pp. 36, 37, 42, 48, 49, 56, 89, 92, 109, 119, 131, 148, 149, 178, 179.

7. *Adjectives*—The articles a, an, and the.

- References:* (a) Powell, pp. 46-48.
 (b) Maxwell, pp. 18-21.
 (c) Hyde, Book I, pp. 83-85.
 (d) Second Reader, pp. 89, 95, 99, 130, 137, 149.

8. *Choice of Words*—Teach the pupils to avoid the use of (a) learn for teach, (b) can for may, in asking questions.

- References:* (a) Hyde, Book II, pp. 130, 131.
 (b) Tarbell, pp. 206, 111.
 (c) Powell, pp. 92-95.
 (d) Southworth, pp. 135, 215.

9. *Homonyms*—Second Reader.

To, two, too, p. 10; would, p. 14; wood, p. 21; new, p. 20; knew, p. 92; buy, p. 16; by, p. 103; write, p. 20; right, p. 33; our, p. 23; hour, meat, p. 24; meet, fore, p. 24; four, p. 121; weighs, p. 28; ways, p. 10; beet, p. 41; beat, p. 35; here, p. 37; hear, p. 76; raise, p. 41; rays, p. 62; whole, p. 48; hole, p. 150; week, p. 59; weak, p. 61; threw, p. 62; through, p. 182; their, there, p. 98; blue, p. 67; blew, clothes, p. 86; close, fur, p. 67; fir, eight, p. 28; ate.

THIRD YEAR.

1. *Composition*—(1) *Dictation:*

- References:* (a) Hyde, Book I, pp. 24, 50, 51.
 (b) Tarbell, p. 134.
 (c) Reed, pp. 128-133.

(2) *Reproduction:*

- References:* (a) Third Reader, lessons 8, 11, 15, 20, 23, 33, 40, 41, 44, 53, 62, 67.
 (b) Tarbell, pp. 33, 65, 114, 148.
 (c) Southworth, pp. 9, 34.

(3) *Invention:* (A story suggested by a picture.)

- References:* (a) Third Reader, pp. 26, 115, 144, 150.
For method see: (a) Powell, pp. 52, 181, 189.
 (b) Hyde, Book I, Appendix, pp. 6, 8, 13.
 (c) Tarbell, pp. 108, 123.

(4) *Description:* Object or picture.

- References:* (a) Third Reader, pp. 9, 18, 31, 41, 52, 62, 65, 74, 81, 89, 132, 141, 183.

For methods see: (a) Long, Part I, pp. 41-44; Part II, pp. 26-33, 39.

(b) Hyde, Book I, pp. 28, 29; Appendix, pp. 7, 12, 21.

(c) Tarbell, pp. 34, 91, 92, 136.

(d) Reed, pp. 15, 17, 23.

(e) Southworth, p. 33.

(5) *Letter Writing:*

- References:* (a) Maxwell, pp. 40, 42, 47, 49, 55, 60, 62, 69, 77, 84.

(b) Hyde, Book I, pp. 40, 41.

(c) Tarbell, pp. 29, 30, 35.

(d) Long, Book I, p. 44.

Method: Oral exercises should, as a rule, precede all written work. Careful instruction in composition should be given:

First, by class exercises in which the compositions are composed by the children and written on the board by the teacher.

Second, by a series of carefully prepared questions the answers to which will form a connected whole.

Third, by outlines which the children have helped to make.

NOTE.—One exercise in each of the above forms of composition is required every month from each pupil.

2. *Combining Sentences*—

References: (a) Maxwell, pp. 52, 53, 59, 76, 78, 82, 89, 103.
(b) Reed, pp. 102, 112.

3. *Abbreviations*—Titles, initials, and dates—

References: (a) Long, p. 34.
(b) Tarbell, p. 18.
(c) Reed, pp. 76, 79, 138-142.
(d) Southworth, pp. 7-10.

4. *Forms of Verbs*—Use of the irregular verbs ring, sing, begin, bring, write, eat, tear, come, run, hear, take.

References: (a) Long, Part II, pp. 20, 24, 25.
(b) Powell, pp. 66-68, 94.
(c) Hyde, Book II, pp. 108-116.
(d) Reed, p. 160
(e) Southworth, p. 146.

5. *Personal Pronouns*—Nominative forms of the personal pronouns after the different forms of the verb to be.

References: (a) Long, Part II, pp. 12-14.
(b) Powell, pp. 160-163.
(c) Hyde, Book I, pp. 100, 101.
(d) Tarbell, p. 153.
(e) Reed, pp. 184.
(f) Southworth, p. 112.

6. *Apostrophe*—The use of the apostrophe to denote possession, without regard to number.

References: (a) Long, Part II, pp. 10, 11.
(b) Maxwell, pp. 102-106.
(c) Powell, pp. 38-40.
(d) Hyde, Book I, pp. 73-76.
(e) Tarbell, p. 102.
(f) Reed, pp. 116-122.
(g) Southworth, pp. 15, 60, 72.

7. *Adjectives*—(a) Use of this and that and their plurals; (b) use of comparative and superlative.

References: (a) Long, Part I, pp. 25 27.

Maxwell, pp. 45, 46.

Powell, pp. 49, 50.

Southworth, p. 144.

(b) Long, Part II, pp. 42 44.

Powell, pp. 126, 127, 171, 175.

Hyde, Book II, pp. 27-29.

8. *Quotations*—The three forms of direct quotations are taught.

References: (a) Powell, pp. 41, 42.

(b) Hyde, Book I, pp. 48-50.

(c) Hyde, Book II, pp. 160-163.

(d) Reed, pp. 123-126.

(e) Southworth, pp. 27, 28.

(f) Third Reader, Lessons, 8, 17, 24, 38, 41, 49, 53, 61, 79.

9. *Homonyms*—Third Reader.

Dear, deer, p. 10; bough, p. 27, bow; wrapped, p. 27, rapped; scent, p. 34, sent, p. 103; course, p. 37, coarse, p. 59; made, p. 50, maid, p. 115; piece, p. 63, peace, p. 123; knows, p. 65, nose; ours, p. 112, hours, p. 107; fourth, p. 198, forth, p. 139; flour, p. 175, flower, p. 193; bee, p. 182, be, p. 102; son, p. 104, sun, p. 107; won, p. 143, one, 102; see, p. 106, sea, p. 116; some, p. 102, sum, p. 206; scent, 135, sent, p. 103; pair, p. 156, pear; eight, p. 166, ate, p. 211.

FOURTH YEAR.

1. *Composition*—

- (1) **DICTATION:** Prose and poetry. See Word Study.

References: (a) Hyde, Book I, pp. 68, 72.

(b) Tarbell, p. 62.

(c) Reed, p. 199.

(d) Southworth, pp. 62, 67, 86, 104.

- (2) **REPRODUCTION:**

References: (a) Fourth Reader, lessons, 1, 5, 7, 19, 22, 25, 29, 38, 44, 47, 50, 54.

(b) Hyde, Book II, pp. 29, 171.

(c) Tarbell, pp. 65, 103, 177, 189, 194, 202.

(d) Southworth, pp. 101, 104.

- (3) **INVENTION:** (A story suggested by a picture or outline.)

References: (a) Fourth Reader, pp. 55, 120, 195, 248, 291.

For method see: (a) Powell, pp. 97, 101-105.

(b) Tarbell pp. 107, 108, 123, 134, 148.

(4) DESCRIPTION: (Object or picture.)

References: (a) Fourth Reader, pp. 24, 75, 270, 290.

(b) Geography, pp. 10, 13, 14, 28, 33, 43, 60.

For method see: (a) Long, Part II, pp. 65-71.

(b) Powell, pp. 180-186.

(c) Tarbell, pp. 121, 133, 136, 169.

(d) Southworth, pp. 56, 79, 81, 95.

(5) LETTER WRITING:

References: (a) Maxwell, pp. 69, 70, 77.

(b) Hyde, Book II, pp. 187, 202.

(c) Tarbell, pp. 197, 201.

(d) Reed, pp. 142-149.

(e) Southworth, pp. 47, 48, 76.

NOTE.—One exercise in each of the above forms of composition, neatly written and correctly paragraphed, is required every month from each pupil.

For method see: Third Year Language.2. *Relative Pronouns*—The distinctive uses of *who*, *which*, and *that*.*References:* (a) Fourth Reader, pp. 46, 49, 62, 114, 121, 128.

(b) Maxwell, pp. 130-132.

(c) Powell, pp. 149, 150.

(d) Hyde, Book II, pp. 146-149.

(e) Southworth, p. 144.

3. *Interrogative Pronouns*—The use of “*who*” in asking questions.*References:* (a) Maxwell, pp. 116, 117.

(b) Powell, pp. 147, 148.

(c) Hyde, Book II, pp. 149, 150.

4. *Verbs*—(a) Correct use of the verbs *sit* and *set*, *lie* and *lay*, *rise* and *raise*. (b) Correct form of the verbs *draw*, *know*, *blow*, *throw*, *grow*, *buy*, *think*, *run*, *climb*.*References:* (a) Long, Part II, pp. 21-23.

Powell, pp. 77-90, 106, 107.

Hyde, Book II, pp. 122, 125.

Tarbell, pp. 73, 90, 183.

Reed, pp. 155-159.

Southworth, pp. 113, 116, 120.

(b) Hyde, Book II, pp. 111, 114.

Tarbell, p. 183.

Southworth, pp. 94, 127.

5. *The Sentence*—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. The sentences should

not be complex nor have their elements transposed. By slight changes suitable sentences can be obtained from the reader.

References: Fourth Reader Lessons, 5, 7, 15, 22, 29, 32, 42, 45, 47, 50, 52.

(a) Hyde, Book I, pp. 57, 58.

6. *Choice of Words*—The correct use of think, guess, and expect; stop and stay; love and like. Avoid the use of ain't, have got and has got to denote possession; don't for doesn't.

References: (a) Powell, pp. 161, 190, 191.

(b) Hyde, Book II, pp. 131, 134.

(c) Tarbell, pp. 116, 119, 128.

(d) Southworth, p. 136.

7. *Dictionary Work*—See Word Study.

8. *Homonyms*—Fourth Reader.

Rose, p. 44, rows, p. 52; so, p. 175, sew, p. 125, sow, p. 132; scene, p. 94, seen, p. 98; weigh, p. 34, way, p. 40; pane, p. 73, pain, p. 128; sighed, p. 76, side, p. 111; fair, p. 129, fare, p. 79; thrown, p. 73, throne, p. 98; weights, p. 83, waits; wrap, p. 122; rap; bade, p. 98, bad; pale, p. 56, pail; wear, p. 127, ware; tolled, p. 33, told, p. 33; read, p. 99, red, p. 62; buy, p. 111, by, p. 51; ceil, p. 111, sell; would, p. 62, wood, p. 67; been, p. 72, bin, p. 34; heir, p. 105, air, p. 86; steal, p. 94, steel, p. 108; passed, p. 109, past.

FIFTH YEAR.

REMARK.—Use, for the first time, grammatical terms, and give the pupils a clear and concise definition of each after the point to be defined is comprehended by the class.

1. *Composition*—

- (1) REPRODUCTION: (a) Prose. (b) Physiology. (c) Poetry.
(d) Paraphrasing.

References: (a) Fourth Reader, pp. 189, 209, 248, 271, 268.
Tarbell, pp. 130, 188, 194, 202.
Southworth, pp. 104, 143.

(d) Fourth Reader, pp. 202, 233, 279, 283, 298.

- (2) INVENTION: (a) A story suggested by a picture or outline. (b) Completion of stories.

References: (a) Tarbell, pp. 183, 194.

Southworth, p. 73.

(b) Tarbell, p. 181, 186.

- (3) DESCRIPTION: (a) Use of outlines. (b) Comparison. (c) Pictures in poems.

References: (a) Hyde, Book II, pp. 29-31, 41-43.
 Tarbell, 159, 169.
 Reed, pp. 193-195, 206-208, 211, 228, 249-253.
 Southworth, pp. 75, 78, 79, 88, 90, 95, 114,
 115, 117, 122, 123, 126, 128, 142.
 (b) Hyde, Book II, pp. 106-107.
 Fourth Reader, pp. 194, 254.
 (c) Hyde, Book II, p. 80.
 Tarbell, p. 180.
 Southworth, p. 149.

- (4) LETTER WRITING:

References: (a) Hyde, Book II, pp. 187-217.
 (b) Tarbell, pp. 132, 178, 187, 197, 201.
 (c) Reed, pp. 229-248.
 (d) Southworth, pp. 94, 103, 104.

NOTE.—One exercise in each of the above forms of composition, neatly written and correctly paragraphed is required every month from each pupil. Letter-writing should receive special attention this year.

2. *Plural of Nouns*—

- (a) Words ending in s, z, sh, ch, and x.
 (b) Words ending in f, or fe.
 (c) Words ending in y.

References: (a) Powell, pp. 30-34.
 Hyde, Book II, pp. 74, 75.
 Word Study, p. 39.
 (b) Hyde, Book I, p. 71.
 Southworth, p. 68.
 Word Study, p. 43.
 (c) Hyde, Book I, pp. 69, 70.
 Southworth, p. 57.
 Word Study, pp. 41, 59, 73.

3. *Properties of Verbs*—

- (1) PRINCIPAL PARTS: (Present, past, past participle.)

References: (a) Tarbell, p. 172.
 (b) Reed, pp. 165, 166.
 (c) Southworth, pp. 94, 133, 136.

- (2) FORM: (Regular and irregular.)

Reference: (a) Tarbell, p. 174.

- (3) USE: (Transitive and intransitive.)

Reference: (a) Hyde, Book II, pp. 36, 37, 100, 105.

- (4) MODE: (Indicative.)

- (5) TENSE: (Present, past and future.)

References: (a) Tarbell, pp. 161, 165, 168, 170.
 (b) Long, Part II, pp. 16-21, 24-25.
 (c) Southworth, p. 125.

4. *The Comma*—Use of the comma in inquiries, commands, series of words and phrases, and after yes and no.

References: (a) Long, Part I, pp. 23, 25; Part II, p. 16.
 (b) Powell, pp. 129, 130.
 (c) Hyde, Book I, pp. 45-46; Book II, pp. 54, 57.
 (d) Reed, p. 173.
 (e) Southworth, p. 35.

5. *The Sentence*—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. Adjective and adverbial modifiers should here be introduced. By slight changes, sentences suitable for analyzing can be obtained from the reader.

Reference: (a) Hyde, Book I, pp. 57-58; Book II, pp. 3-5.

6. *Cases of Nouns and Pronouns*—The nominative case should include the subject of finite verbs and apposition, the possessive should exclude apposition the objective should closely follow the governing word.

NOTE.—The subject and predicate of a sentence should always be pointed out by the pupil before he is asked to tell the parts of speech, cases or modifiers.

7. *Use of Auxiliary Verbs*—Use of shall and will, should and would.

Reference: (a) Hyde, Book II, pp. 126-129.
 (b) Southworth, p. 135.

6. *Dictionary*—See Word Study.

SIXTH YEAR.

REMARKS.—A text book is used this year by the pupils, and the following topics are taken from it:

1. The simple sentence and its classification as to use.
2. Subject modified by an adjective, a possessive noun, a noun in apposition, and a phrase.
3. Predicate modified by an adverb, a phrase, and an object.
4. Predicate noun and an adjective.
5. Nouns:—common and proper.
6. Pronouns:—personal, relative, and interrogative.

7. Adjectives:—qualifying and limiting.
8. Verbs:—transitive and intransitive.
9. Adverbs:—simple and conjunctive.
10. Conjunctions:—co-ordinate and subordinate.
11. Modification of nouns and pronouns, of verbs, of adjectives and adverbs.
12. Four of the common rules for forming the plural of nouns.
13. The rule for forming the possessive case.
14. Declension of personal, relative, and interrogative pronouns.
15. Comparison of adjectives and the use of the comparative and superlative degrees.
16. Conjugation of verbs in the different voices, modes, and tenses, paying particular attention to how each is formed.
17. Composition:—
 - (a) Letter-writing: One business letter written each month.
 - (b) Reproduction: One reproduction each month.
 NOTE—No definition is considered to be understood until the pupil can give a sentence of his own construction to illustrate it.

SEVENTH YEAR.

SYNTAX AND ANALYSIS ARE THE TOPICS FOR THIS YEAR.

1. Under Syntax the work includes the rule for:

- (a) Subject of a verb.
- (b) Agreement of verbs.
- (c) Adjectives and participles.
- (d) Possessive case.
- (e) Noun in apposition.
- (f) Objective case.
- (g) Complement of a verb.
- (h) Adverbs.
- (i) Pronouns.
- (j) Absolute case.

NOTE—No rule is considered learned until the pupil applies it to sentences of his own construction.

2. Under Analysis the work embraces:

- (a) Classification of sentences as to their form.
- (b) Analysis of the simple sentence with five rules for its punctuation.
- (c) Analysis of the complex sentence with its different kinds of clauses, and with four rules for its punctuation.
- (d) Analysis of the compound sentence, with two rules for its punctuation.

NOTE—The pupil should be able to write readily any kind of a sentence.

3. *Composition*:—

(a) Letter-writing.

(b) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, once a month.

EIGHTH YEAR.

1. *Noun*—All cases of the noun.2. *Pronoun*—Definition and declension of all pronouns.3. *Verbs*—

(a) Forms.

(b) Uses.

(c) Conjugation of the various forms.

(d) Syntax.

4. *Sentences*—

(a) Forms.

(b) Uses.

(c) Construction and analysis of each.

NOTE.—No definition or rule is considered learned until the pupil can state it in his own language and apply it to sentences of his own construction.

5. *Composition*—

(a) Letter-writing.

(b) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, once a month.

SPELLING.

In the first three years the reader is the spelling book. Beginning with the fourth year, and continuing through the grades, a Word Study is used.

ARITHMETIC.

FIRST YEAR.

1. Observation of number in common things.

2. Recognition of the first five numbers in groups of objects or pictures, without counting.

3. All examples in addition, subtraction, multiplication and division, the answers to which do not exceed ten, are to be performed by means of objects.
4. These number facts are to be memorized.
5. This knowledge is to be expressed by figures and signs.
6. The table of the Twos.
7. Writing numbers to 1,000.

SECOND YEAR.

1. The tables to the eights.
2. Notation and numeration to 10,000.
3. Roman notation to C.
4. Addition of four columns of figures with as many as four figures in a column.
5. Multiplication with multiplier as high as 7. Multiplicand not to exceed seven places.
6. United States coins as high as the dollar.
7. Tables of Dry Measure and of Time, these tables being used in simple examples.

NOTE:—A First Book in Arithmetic is placed in the hands of the pupils at the close of the second month of this year.

THIRD YEAR.

1. A thorough mastery of the tables.
2. Notation and numeration to 1,000,000.
3. Addition and subtraction.
4. Multiplication with two figures in the multiplier.
5. Short division.
6. Separating numbers into two and three factors.
7. Tables of Counting, Linear and Square Measures: these being used in simple examples.

FOURTH YEAR.

1. Notation and numeration to 10,000,000.
2. Multiplication with any number of figures in the multiplier.
3. Long division.
4. Addition and subtraction of fractions, when the denominator is less than 12.

5. Multiplication and division of fractions, when one of the terms is a whole number.
6. Addition and subtraction of decimals.
7. Multiplication and division of decimals, when the multiplier or divisor contains not more than two figures.
8. Simple work in measuring surfaces and solids.
9. Simple work in percentage and interest.

NOTE:—To be advanced from this grade a pupil should be apt and accurate in the use of the fundamental rules.

FIFTH YEAR.

1. *Review of the fundamental rules.*
2. *Factoring*—
 - (a) Common Divisors.
 - (b) Multiples.
3. *Fractions*—

- (a) Reduction.
- (b) Addition.
- (c) Subtraction.
- (d) Multiplication.
- (e) Division.
- (f) Relation of Numbers.

NOTE:—At the beginning of this year, the Second Book in Arithmetic is taken up and a thorough mastering of common fractions is the aim of this year's work.

SIXTH YEAR.

1. *Decimals*—
 - (a) Decimal Fractions.
 - (b) Aliquot Parts.
 - (c) Accounts and Bills.
 - (d) Short Methods of Involving Price, Quantity and Cost.
2. *Measures of*—
 - (a) Extension.
 - (b) Capacity.
 - (c) Weights.
3. *Measurements*—
 - (Practical Work.)
 - (a) Surfaces.
 - (b) Solids.
 - (c) Boards and Timber.
 - (d) Rectangular Bins, Cisterns, etc.

NOTE:—Measurements are regarded as the principal subject for this year.

SEVENTH YEAR.

1. Principles of percentage.
 2. Profit and loss.
 3. Commission.
 4. Insurance.
 5. Taxes.
 6. Interest.
 7. Duties, or Customs.
 8. Partial Payments.
- NOTE:—Percentage is the subject for this year.

EIGHTH YEAR.

1. Discount.
 - (a) True.
 - (b) Bank.
 - (c) Commercial.
2. Stocks.
3. Exchange.
4. Equation of Payments.
5. Ratio and Proportion.
6. Cause and Effect.
7. Partnership.
8. Square Root.
9. Cube Root.
10. Longitude and Time.
11. Mensuration.

NOTE:—Arithmetic is completed this year.

GEOGRAPHY.

FOURTH YEAR.

A PRIMARY GEOGRAPHY IS COMMENCED THIS YEAR.

1. Form of the earth.
2. Hemispheres and their subdivisions.
3. Divisions of water.
4. Day and night.
5. Seasons.
6. Zones and circles.
7. North America as a whole.
8. United States as a whole.

9. States east of the Mississippi River.
10. Memory maps of the Hemispheres, North America, and United States.

NOTE:—Pupils are required to name and locate the principal mountains and rivers of these states, to give the leading products and industries of the different sections, and to locate each state, giving its capital and an important city.

FIFTH YEAR.

THE PRIMARY GEOGRAPHY IS COMPLETED THIS YEAR.

1. States west of the Mississippi River.
2. British America.
3. Mexico.
4. Central America.
5. South America.
6. Europe.
7. Asia.
8. Australia.
9. Africa.
10. Memory maps of the Continents.

NOTE—Pupils are required to be able to name and locate the mountain systems, large rivers, and inlets of each division; also to locate the capital and important seaport of each political division.

SIXTH YEAR.

THE LARGER GEOGRAPHY IS BEGUN THIS YEAR.

1. Shape, size, motions, and circles of the earth.
2. Latitude, longitude and zones.
3. Hemispheres and divisions of land and water.
4. Comparative physical features of the continents, islands, mountains, plateaus, oceans, rivers, and lakes.
5. Ocean currents, winds, and climate.
6. North America and United States.
7. Special study of Illinois.
8. Memory maps of Hemispheres, North America, United States, and Illinois.

NOTE:—As far as possible some important fact is associated with each place.

SEVENTH YEAR.

THE STUDY OF GEOGRAPHY IS COMPLETED THIS YEAR.

1. British America.
2. Mexico.
3. Central America.
4. West Indies.
5. South America.
6. Europe.
7. Asia.
8. Oceanica.
9. Africa.
10. Memory maps of the Continents.

NOTE:—Special attention is given to the physical as well as to the descriptive and political geography of these countries. As far as possible some important fact is associated with each place.

HISTORY.

EIGHTH YEAR.

A PRIMARY HISTORY IS USED IN THE FOURTH YEAR AS
SUPPLEMENTARY READING.

1. Discoveries and early settlements.
2. Settlements and history of the Thirteen Colonies, special attention being given to Massachusetts, Virginia, New York and Pennsylvania.
3. Wars—
 - (a) French and Indian War.
 - (b) Revolutionary War.
 - (c) War of 1812.
 - (d) Mexican War.
 - (e) Civil War.

NOTE:—In studying these wars, more attention is paid to the causes leading to them and the results following them, than to the battles and events.

4. Ordinance of 1787 and the Northwest Territory.
5. Change from the Articles of Confederation to the Constitution.
6. History of Slavery.
7. Acquisition of territory.
8. Financial Measures.
9. Inventions with their effects.
10. Foreign relations.

MUSIC.

(OUTLINE PREPARED BY G. R. HOUSEL.)

FIRST YEAR.

Erect, but easy position.

Imitation exercises within the easy compass of the voice.

Teach the scale by note, and practice by syllables, also by la, te, loo, and koo, both ascending and descending as a vocal exercise.

The most careful attention paid to the manner of singing *i. e.* with correct breathing, position of the mouth in making the vowel sounds.

First series charts.

Tone representation to the extent of the scale.

Long and short sounds as represented by half and quarter notes.

Use of quarter rest.

Exercises beginning with one, three, and five.

Staff, names of lines and spaces as first, second, third, etc.

Dictation exercises.

Do on any line or space without key signature.

Sing high, low, fast, and slow, but never loud.

Skips from one to three, one to five, three to five, five to three, five to one, five to eight, eight to one.

Pupils should be able to sing at sight, exercises containing half-quarter notes, and quarter rests.

Sing by divisions, and individually.

Measure sounds by quietly tapping right forefinger on desk.

SECOND GRADE.

Review thoroughly the work of first grade.

Scale above, and scale below.

Names of notes and rest as half note, quarter note, quarter rest.

Introduce half rest.

Measure sounds by taps, or beats.

Key signatures used, but not explained as keys.

How to find the sound for do on any degree of the staff from the c-pipe.

More difficult skips as eight to six, six to four, etc.

Sing easy two-part exercises, continue individual work.

THIRD GRADE.

Review.

Require pupils to make the different kinds of notes and rests.

First part of Music Reader No. 1.

The tie, three-part measure.

Time marks, dotted half-note.

Accent.

Four-part measure.

Whole note, whole rest.

FOURTH GRADE.

Review.

Eighth note; the slur.

Duet singing.

Finish Music Reader No. 1.

FIFTH GRADE.

Review.

First part, Music Reader No. 2.

Study keys.

Read pieces individually by the absolute pitch names.

Find the pitch of any key from the c-pipe.

The hold.

Signs of repetition.

Signs of expression.

Dotted quarter-note.

SIXTH GRADE

Review work of fifth grade.

Six-eight time.

Brace; score.

Solo, duet, and trio singing.

SEVENTH GRADE.

Introduce Music Reader No. 3.
Review keys.
Intervals, intermediate tones.
Chromatic scale.
Dynamic marks.
Dotted eighth note; sixteenth note.
Staccatto marks; eighth rest.
Sign of expression.
First and second soprano and alto.

EIGHTH GRADE.

Review work of seventh grade.
Base and tenor cleffs.
Minor scale.

Writing and Drawing.

A lesson of twenty or thirty minutes is given daily in one of these subjects, the lessons usually alternating.

A simple writing blank prepared by Mr. G. H. Bridge, our supervisor of writing, is used in place of an engraved series of copy-books.

The aim in teaching this subject is to give the pupils a plain and practical hand, one that will not need to undergo an entire change on leaving school as does the hand formed by trying to imitate an engraved copy of ornamental and shaded curves and "hair lines." Individuality will show itself as much in writing, when properly taught, as in walking and talking.

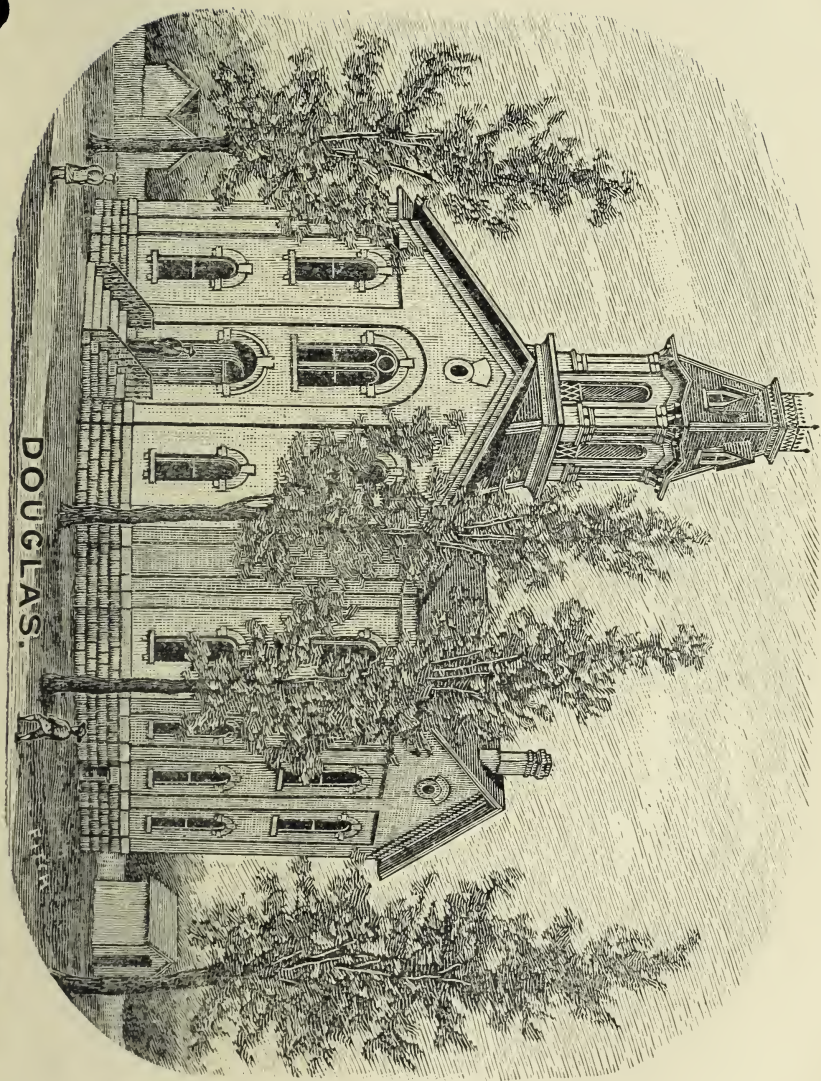
In Drawing, Prang's Shorter Course is used.

Physiology.

In the Fifth Year a primary work on Physiology is used as a supplementary reader, and in the last term of the Eighth Year an elementary work is studied.

List and Price of the Books Used in the Grades.

Sheldon's First Reader	\$.25
Sheldon's Second Reader.....	.35
Sheldon's Third Reader.....	.50
Sheldon's Fourth Reader .....	.70
Readings in Nature's Book .....	.70
Sheldon's Fifth Reader	1.00
Sheldon's Word Studies.....	.30
Swinton's New Language Lessons.....	.40
Swinton's English Grammar.....	.80
Fish's Arithmetic, No. 1.....	.35
Fish's Arithmetic, No. 2.....	.65
Harper's Primary Geography.....	.50
Harper's School Geography	1.10
Barnes' United States History.....	1.10
Housel's Music Reader, No. 1.....	.25
Housel's Music Reader, No. 2.....	.30
Housel's Music Reader, No. 3.....	.35
Prang's Shorter Course Drawing.....	.15
Practice Paper—Double Ruled.....	.10
Practice Paper—Single Ruled.....	.10



Teachers' Directory.

HIGH SCHOOL.

<i>Name.</i>		<i>Residence.</i>
Mrs. Mary E. Gettemy.....	Principal.....	224 N. Academy
Anna M. Somers.....	Science.....	Knox Seminary
Cora F. Stone.....	History.....	431 N. Broad
Minnie Smith.....	Latin.....	621 E. Main
Gertrude R. Chapin.....	English.....	231 W. Tompkins
Lilian C. Bassler.....	Mathematic.....	353 E. Tompkins

GRAMMAR SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Frances Hague.....	E.....	Eighth.....	Knox Seminary
Lizzie Slattery.....	F.....	Eighth.....	211 N. Academy
Carrie L. Chapin.....	H.....	Seventh and Eighth.....	231 W. Tompkins
Margaret M. Sisson.....	G.....	Seventh.....	Galesburg
K. G. Clark.....	N.....	Seventh.....	315 N. Cedar
Augusta E. Root.....	L.....	Sixth.....	606 N. Broad
Marian Nelson.....	K.....	Sixth.....	538 N. Cherry
Emma J. McCollom.....	M.....	Sixth.....	428 N. Prairie
Annie L. Wilbur.....	B.....	Fifth and Sixth.....	533 W. North
Fannie E. Hedberg.....	A.....	Fifth.....	92 N. Sumner
Alice E. Bergland.....	D.....	Fifth.....	355 N. Seminary
Lillie E. Clark.....	C.....	Fourth.....	343 S. Cherry

HITCHCOCK SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Lottie Goldquist.....	A.....	Seventh and Eighth.....	514 S. Broad
Georgia A. Smith.....	B.....	Sixth.....	351 N. Prairie
Jennie S. Corbin.....	C.....	Fifth.....	516 N. Kellogg
H. Grace Goldsmith.....	D.....	Fourth and Fifth.....	504 N. Cherry
Hester O. Bryan.....	E.....	Third and Fourth.....	507 N. Broad
Harriet J. Potter.....	F.....	Second and Third.....	505 N. Academy
Isadore Yager.....	G.....	Second.....	541 N. Cedar
Carrie A. Eastes.....	I.....	First.....	248 N. Broad
Clara O. Horton.....	H.....	First.....	515 N. Cedar

LINCOLN SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Ada Peterson.....	A.....	Fourth.....	227 N. Chambers
Georgia Sensiba.....	B.....	Third.....	53 Sumner
Sarah B. Folger.....	C.....	Second.....	513 N. Kellogg
Lilian M. Emrich.....	D.....	First.....	517 N. Kellogg
Lucia L. Pettee.....	E.....	First.....	519 E. North

WESTON SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Ida E. Wilbur.....	A.....	Fourth and Fifth.....	28 Lincoln
Jennie F. Hollis.....	B.....	Third and Fourth.....	634 E. South
Tillie Lundgren.....	C.....	Third.....	526 N. Kellogg
Ella May Hammond....	D.....	Second.....	644 E. Main
Flora A. Ward.....	E.....	First and Second.....	804 E. Main
Lena M. Heath.....	F.....	First.....	76 Lincoln

DOUGLAS SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Rilla C. Meeker.....	A.....	Fourth and Fifth.....	Knox Seminary
Ellen Davis.....	B.....	Third and Fourth.....	309 W. Tompkins
Anna Connerton.....	C.....	Second and Third.....	814 S. Academy
May T. Williams.....	D.....	First.....	1108 S. West

COOKE SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Harriet L. Doll.....	A.....	Fifth and Sixth.....	730 S. Cedar
Maggie Phillips.....	B.....	Fourth.....	307 W. Brooks
Anna M. Armstrong....	C.....	Second and Third.....	122 W. Brooks
Nettie H. Armstrong...	D.....	First.....	122 W. Brooks

BATEMAN SCHOOL.

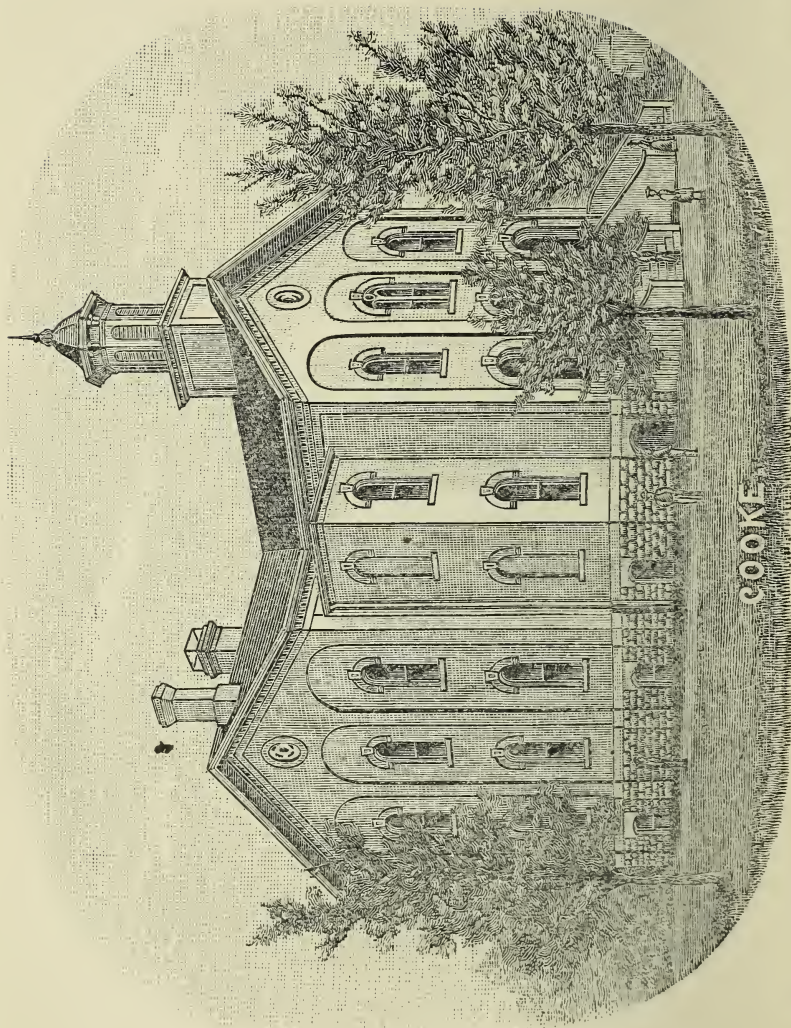
<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
Emma Hickok.....	A.....	Fifth.....	43 N. Academy
Harriet Brooks.....	B.....	Third and Fourth.....	532 Maple Avenue
Ella M. Scudder.....	C.....	Second and Third.....	516 Clarke
Jennie A. Long.....	D.....	First.....	400 N. Academy

CENTRAL PRIMARY AND TRAINING SCHOOL.

<i>Name.</i>	<i>Room.</i>	<i>Grade.</i>	<i>Residence.</i>
F. Lilian Taylor.....		Training Teacher....	308 W. Tompkins
Myra H. Patch.....	A.....	Third and Fourth.....	517 N. Pearl
Alice C. Colville.....		Substitute....	314 Monmouth Boulevard
Frances Speed.....		Substitute....	308 Monmouth Boulevard
Nellie C. Armstrong....		Substitute.....	406 W. Main
Martha Stone.....		Substitute.....	247 N. Academy
Estelle Blodgett.....		Substitute.....	414 S. Cedar
Elizabeth Switzer		Substitute.....	524 S. Broad

SPECIAL TEACHERS.

<i>Name.</i>	<i>Residence.</i>
G. H. Bridge.....	Writing and Manual Training... 232 S. Academy
G. R. Housel.....	Music..... Rock Island, Ill



Libraries.

Of all the different kind of libraries, the School Library may be made the most useful. This fact is coming to be recognized by the best schools, and many Annual Reports contain ideal lists of books suitable for the different grades:

The books should be of such a character as to lead into wider fields of knowledge in the topics and subjects mentioned in the text books. When a pupil's interest is awakened in a person, place, event, or literary reference, mentioned in his text books, then is the time for him to become an investigator and a reader of good literature, and the school library should furnish the means—the library book should be the complement of the text book.

The teachers of the different schools, recognizing this fact, have attempted to procure libraries by means of entertainments, generally given at the holidays. A list of these books is here given (1) for the convenience of teachers and pupils, and (2) for information to the patrons. It is believed if the patrons know just what use is made of the money thus obtained, that they will be even more generous in their support and encouragement.

No doubt some of these books may be justly criticized, but nothing is more helpful than a friendly criticism kindly given. The best way to improve our schools is to let the patrons know what they are.

*HIGH SCHOOL.

REFERENCE BOOKS.

	No.		No.
American Cyclopedia, 16 Vols.	1-16	Chambers' English Literature,	
Index to the same.....	17	8 Vols.....	67-74
Annals to the same, 13 Vols.	18-30	The Verbalist.....	75
American Biography.....	31-36	Webster's Unab'd Dictionary	442
Alden's Cyclopedia of Literature,		Webster's Unab'd Dictionary	443
14 Vols.....	37-49	Library of American Literature,	
Dictionary of English Literature,		Stedman, 11 Vols....	360-70
3 Vols.....	50-52	Cyclopedia of Universal Literature,	
Geological Survey of Illinois,		Vols. 15-20.....	371-76
5 Vols.....	53-57	Bulfinch's Mythology, Fables.	383
Natural History Survey of Illinois.....	58	Bulfinch's Mythology, Age of Chivalry.....	384
Classical Dictionary.....	59	Bulfinch's Mythology, Age of Charlemagne.....	385
Webster's Unab'd Dictionary.	60	The Readers' Hand-book....	413
Family Atlas of the World...	61	The Smithsonian Report, 1886	418
Compendium of Forms.....	62	The Smithsonian Report, 1887	419
Biographical Dictionary.....	63	The Smithsonian Report, 1888	420
Lippincott's Gazetteer.....	64	The Smithsonian Report, 1889	421
Synonyms and Antonyms....	65		
Handbook of Mythology.....	66		

SCIENCE.

	No.		No.
Wood's Natural History.....	76	Teachings of Science.....	97
Buffon's Natural History....	77	Wonders of Science.....	98
Guide to Study of Insects.....	78	Tyndall on Science.....	99
Anatomical Technology.....	79	Fireside Science.....	100
Comparative Zoology.....	80	Mechanic's Guide.....	101
Insects Injurious to Vegetation.....	81	Scientific Dialogues.....	102
Vertebrates of U. S.....	82	Testimony of the Rocks.....	103
Hand book of the Stars.....	83	Footprints of the Creator....	104
Planetary and Stellar Worlds	84	Philosophy of Science.....	105
Plurality of Worlds.....	85	Power of God.....	106
Progress of Astronomy.....	86	Habits of Animals.....	107
A System of Mineralogy.....	87	Phys. Condition of Man....	108
Phys. Geography of the Sea..	88	Bridgewater Treatises, 3 Vols.	
Earth and Man.....	89	.....	109-11
Liebig's Chemistry.....	90	Novum Organum.....	112
Agricultural Chemistry.....	91	Riverside Natural History, 6 Vols.....	377-82
Man's Place in Nature.....	92	Young Folks' Pictures and	
Natural History.....	93	Studies of Animals, 2 Vols.	
Comparative Anatomy.....	94	.....	387-88
A Healthy Body.....	95	The Story of Our Continent..	422
Properties of Alcohol.....	96	The Realm of Nature.....	423

*A majority of the books in the High School Library have been purchased by the Board or secured by private donations.

HISTORY.

	No.		No.
History of Christianity.....	113	Story's History of Constitu-	
History of Reformation, 5 Vols.		tion.....	189
.....114-18		Stories from History.....	190
Hallam's Middle Ages.....	119	Egypt and Babylon.....	191
Niebuhr's Ancient History, 3		Methods of Teaching History	192
Vols.....	120-22	History of Greece.....	193
Gibbon's Roman Empire, 6		History of Rome.....	194
Vols.....	123-28	History of Germany.....	195
Schmitz's History of Rome... 129		Rollin's Ancient History....	196
Yonge's History of Rome.... 130		Greece By Gillie.....	197
Alison's History of Europe..131-34		Rawlinson's Ancient History	198
Alison's Napoleon, 4 Vols...135-38		Life of Leo X, 2 Vols.....199-200	
Russell's Modern Europe, 2		Memoirs of C. J. Fox, 2 Vols..201-2	
Vols.....	139-40	Life of Carl Ritter.....	203
Jones' Modern Europe..... 141		John Chrysostom.....	204
Motley's Dutch Republic, 3		Madam DeStael.....	205
Vols.....	42-44	Mohammed.....	206
Motley's United Netherlands,		Louis Kossuth.....	207
2 Vols.....	145-46	Voltaire's Charles XII.....	208
Macaulay's History of Eng-		Lives of Ancient Philosophers	209
land, 4 Vols.....	147-50	Peter the Great.....	210
History of the English People	151	Camp Fires of Napoleon.....	211
History of Our Own Times, 2		Napoleon.....	212
Vols.....	152-53	Robertson's Charles V.....	213
Hist. of Nineteenth Century.. 154		Carlyle's Cromwell, 2 Vols..214-15	
History of England.....	155	Guizot's Cromwell, 2 Vols..216-17	
Henry VIII.....	156	Times of George III, 2 Vols..218-19	
The Pretenders.....	157	Life of Sterling.....	220
Yonge's History of England.. 158		Life of Hugh Miller.....	221
Child's History of England... 159		Works of Charles Lamb, 2	
Magna Charta.....	160	Vols.....	222-23
History of Ireland.....	161	Boswell's Johnson, 2 Vols..224-25	
History of France, 2 Vols...162-63		Sketches of the Irish Bar, 2	
Stories from Modern History.. 164		Vols.....	226-27
Thirty Years' War.....	165	Reforms and Reformers.....	228
French Revolution.....	166	Life of Sir Isaac Newton....	229
Yonge's History of France... 167		Irving's Life of Washington,	
History of France.....	168	4 Vols.....	230-33
India and Its Inhabitants.... 169		Captain John Smith.....	234
Siberia (Atkinson).....	170	Life of Franklin.....	235
History of Russia, 2 Vols...171-72		Lives of Marion and Penn....	236
History of Turkey, 3 Vols...173-75		Life of Patrick Henry.....	237
Village Life in Egypt.....	176	Signers of the Declaration of	
People's History.....	177	Independence.....	238
Conquest of Peru, 2 Vols...178-79		Life of Thomas Jefferson, 3	
Nicaragua, 2 Vols.....	180-81	Vols.....	239-41
Thirty Years in U. S. Senate,		Life of John Randolph, 2	
2 Vols.....	182-83	Vols.....	242-43
Ford's History of Illinois.... 184		De Witt Clinton.....	244
History of New York, 2 Vols.185-86		Theophilus Parson.....	245
Constitution of United States. 187		Goodrich's Recollections, 2	
Democracy in Virginia..... 188		Vols.....	246-47

HISTORY.

	No.		No.
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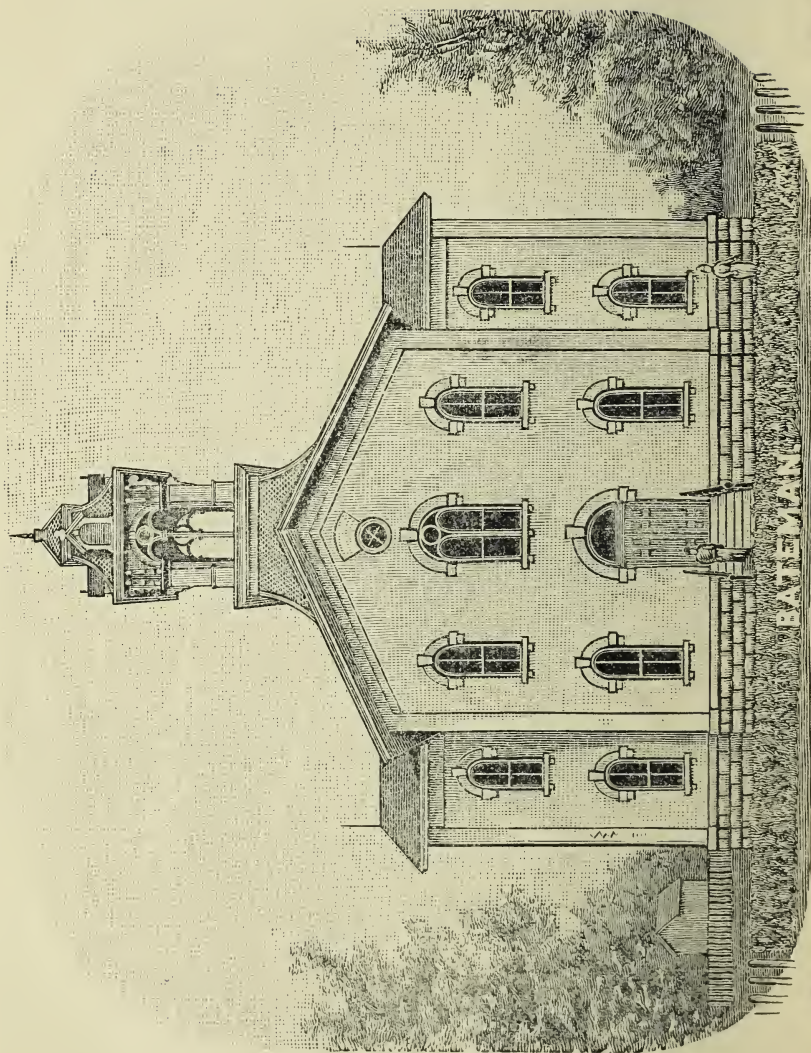
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Rules and Regulations.

ORGANIZATION.

Section 1. The members of the Board of Education shall meet and organize on the second Monday in June of each year, and the President shall appoint the following standing committees, each to consist of three members:

1. School Buildings and Grounds.
2. Text Books, Rules and Regulations, Furniture and Supplies.
3. Auditing.
4. Teachers.

The Superintendent of Schools shall be *ex-officio* a member of each committee.

RULES OF ORDER.

Section 1. A majority of the members of the Board shall constitute a quorum.

Sec. 2. The President shall preserve order and decide all questions of order subject to an appeal to the Board. In the absence of the President, a member of the Board shall be elected President *pro tem*.

Sec. 3. No member shall entertain any private conversation while another member is speaking.

Sec. 4. All resolutions shall be submitted in writing at the request of the President or any member.

Sec. 5. Every member present shall vote on all questions which have been seconded and stated by the chair, unless excused by the Board or directly interested in the question.

Sec. 6. The vote on any question shall be taken by *yeas* and *nays* when any member shall call for them, in which case the vote shall be recorded.

Sec. 7. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone to a certain time, or to amend; and the motions shall take precedence in the order above named; the first, second, and third shall be decided without debate, and second and third by a two-thirds vote. Any member may call for a division of the question when the sense will admit of it.

Sec. 8. No more than two amendments shall be entertained at the same time to a proposition—that is, an amendment, and an amendment to an amendment—and the question shall be taken on the last amendment.

Sec. 9. In all cases where a motion or resolution shall be entered on the minutes of the Board, the name of the member moving the same shall be entered.

Sec. 10. All committees shall be appointed by the chair unless specially directed otherwise by the Board.

Sec. 11. Roberts' Rules of Order shall govern the Board in all cases not otherwise provided for by these rules.

GENERAL REGULATIONS.

Section 1. The Board shall hold regular meetings on the second Monday of each month and such special meetings, from time to time as occasion may require, to be convened on the call, in writing, of the President or any two members of the Board.

Sec. 2. When special meetings are called, the nature of the business to be transacted shall be stated in the call and notice for said meeting, and no other business shall be transacted at said meeting, except by the unanimous consent of the members present.

Sec. 3. The time for the regular meetings shall be at 7 P. M. from October 1st to April 1st, and at 7:30 P. M. from April 1st to October 1st.

Sec. 4. The order of business shall be:

1. Reading the Record of the last regular and any intervening special meetings.
2. Report of Standing Committees in their order.
3. Communications to the Board.
4. Reports and suggestions by the Superintendent.
5. Miscellaneous and unfinished business.

Sec. 5. The Superintendent of Schools shall be appointed at the regular meeting in June of each year.

Sec. 6. The teachers shall be appointed and their salaries fixed annually, in the month of June, so far as practicable.

Sec. 7. No appointment of Superintendent or teacher shall be for a term exceeding one year, and the Board reserves the right to discharge the Superintendent or any teacher, for cause.

Sec. 8. The janitors shall be appointed and their wages fixed, annually, not later than the regular meeting in August. The janitor for each building shall be named by the Director living in that district, subject to the approval of the Board; and such Director may suspend such janitor for cause, and shall report such suspension to the Board for its approval.

Sec. 9. The salaries or pay of teachers, officers, and other employes shall not be increased or diminished during the time for which the appointments are made, and such salaries shall be allowed monthly by the Auditing Committee upon the certificate of the Superintendent of Schools that the services have been rendered.

Sec. 10. No other bill shall be paid until approved by the Auditing Committee and allowed by the Board.

Sec. 11. Each Director shall constitute a local committee for the Ward in which he resides.

Sec. 12. The school year shall consist of nine months of four weeks each and shall be divided into three terms as follows:

The first term shall begin on the first Monday in September, and continue sixteen weeks.

The second term shall begin on the first Monday in January, and continue twelve weeks.

After one week's vacation, the third term shall begin and continue eight weeks.

Sec. 13. The morning session shall commence at eight o'clock and forty-five minutes, and close at twelve. The afternoon session shall commence at one o'clock and thirty minutes, and close at four; provided that all pupils who are charged with no delinquencies may be dismissed

at half past three. The Friday afternoon session may be shortened half an hour for teachers' meetings.

Sec. 14. The schools shall be closed on all National and State holidays. When any of these holidays fall on Thursday, the schools shall be closed for the remainder of the week. No school shall be dismissed on any other day except by special permission of the Board.

Sec. 15. Any regulation may be suspended by a vote of two-thirds of the members present.

Sec. 16. No amendment shall be made to these regulations unless proposed at a regular meeting and laid over for one month before being considered.

DUTIES OF THE SUPERINTENDENT.

Section 1. It shall be the duty of the Superintendent to acquaint himself with whatever principles or facts that may concern the interests of education, and with all matters in any way pertaining to the organization, discipline and instruction of public schools, to the end that all the children of this city who are instructed in the public schools may obtain the best education which these schools can impart.

Sec. 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils, and shall see that the regulations of the Board are faithfully carried out.

Sec. 3. He shall attend all the meetings of the Board and shall keep the Board constantly advised of the schools and of the changes required in the same. He shall report to the Board, from time to time, such regulations for the government and discipline of the schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board may, from time to time, direct.

Sec. 4. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and he shall make such suggestions and give such instructions to the teachers as he shall deem best calculated to increase their efficiency as instructors. He shall report to the Board whenever he

finds a teacher deficient or incompetent in the discharge of his or her duties.

Sec. 5. He shall attend and advise, when requested, with any standing or special committee, in respect to the matters committed to them.

Sec. 6. He shall direct the examinations for promotion in all grades; and no pupil shall be promoted or transferred from one school to another, without his approbation.

Sec. 7. In case of sickness or temporary absence of any teacher, it shall be his duty to procure a proper substitute.

Sec. 8. He shall prepare and certify to the monthly pay-roll of teachers and janitors.

Sec. 9. It shall be his duty, upon consultation with the proper committee to order and oversee such repairs and improvements as may be necessary, from time to time, to keep all the school property in good condition.

Sec. 10. He shall annually prepare a report embracing such facts and statistics in reference to the system of public schools of this city as may be of interest to the community.

Sec. 11. His office hours on school days shall be from 8 to 9 A. M., and from 3:30 to 4:30 P. M. On Mondays he shall remain in his office until 12 M.

TEACHERS.

Section 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with that portion which relates to their respective schools, and to see that these are faithfully observed.

Sec. 2. The teachers shall punctually observe the hours appointed for opening and dismissing the schools, and, during the school hours, shall devote themselves exclusively to the duties of their charge.

Sec. 3. The teachers may meet once in four weeks, on Friday afternoon, at half-past three, or at the call of the Superintendent, for the purpose of mutual consultation in regard to the interests of the schools, modes of discipline, of imparting instruction, etc. The session

may continue two hours. A record of the meetings shall be kept, which shall be open to the inspection of the Board.

Sec. 4. All teachers are required to open and remain in their rooms at least fifteen minutes before the time for commencing, morning and afternoon. They shall not permit disorder, unnecessary noise or rude conduct in their rooms, at any time. Teachers failing to comply with this rule shall report their tardiness to the Superintendent.

Sec. 5. The Principals of buildings shall be held responsible for the management of their respective schools. They shall prescribe such rules and regulations for halls, yards and outbuildings connected with same, as shall insure their being kept in a proper condition. The other teachers shall co-operate with them, not only during school hours, but during the time the pupils are on the school premises, at recess, and before and after school. They shall use all reasonable efforts to prevent pupils from gathering on the school grounds before the hours for opening the school, and they shall require them to leave the premises at the close of the school.

Sec. 6. Teachers may visit public schools for the purpose of observing modes of instruction and discipline. Such visits shall not occupy more than two days in a year, and one visiting day only can be taken in any term, and for this purpose only one room in the same building can be dismissed at the same time.

Sec. 7. The teachers shall practice such discipline in their schools as would be exercised by a kind, firm and judicious parent in his family; and they shall resort to corporal punishment only when milder means have been tried and found to fail. Each teacher shall keep a list of all cases of corporal punishment inflicted by said teacher, and at the close of each month shall report the same to the Superintendent, with date, name of pupil, and cause of such punishment.

Sec. 8. They shall adhere to the Course of Study prescribed by the Board.

Sec. 9. No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any school room, or upon any of the school premises.

Sec. 10. Notice of the supplies or repairs required in any of the school rooms should be sent, in writing, to the Superintendent, on Tuesday between 8 and 9 A. M.

Sec. 11. The books used and the studies pursued shall be such and only such, as may be authorized by the Board; and no pupil shall be allowed to retain connection with any public school unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: Provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil's obtaining such books.

Sec. 12. It shall be the duty of teachers, from time to time, to send reports to parents in such form as the Superintendent shall direct, indicating the standing of their children in scholarship and deportment. They shall also immediately notify parents of any irregularity in attendance on the part of their children, unless they have good reason to believe that such irregularity is unavoidable, and with the parents' knowledge and consent.

Sec. 13. It shall be the duty of each teacher having charge of a room to make out a programme of recitations and studies of the different classes in the school, at the beginning of each term, placing the same in a conspicuous place in the school room for reference, and furnish the Superintendent with a copy, and notify him of any changes in the same.

Sec. 14. The Board will not take notice of any charge against any teacher or teachers unless presented in writing and signed by at least one responsible person.

Sec. 15. No teacher shall have the right to resign during the term for which he or she was appointed, without the consent of the Board, and at least two weeks' notice.

Sec. 16. Each teacher shall keep his or her register and class book neatly and accurately, and in accordance with the prescribed forms; and at the end of the year return them to the Superintendent at his office.

Sec. 17. The teachers are expected to give vigilant attention to the ventilation and temperature of their school rooms.

Sec. 18. On the Friday preceding any general or special election, it shall be the duty of the teachers of all grades above the fourth year to explain to their pupils the meaning and purpose of the elective franchise as enjoyed in this country.

Sec. 19. The Principals shall keep an inventory of all apparatus and supplies belonging to their buildings.

Sec. 20. Teachers are prohibited from awarding prizes to pupils under their charge, unless authorized by the Board.

Sec. 21. Pupils shall not be permitted to answer calls from the room except in very especial cases and then only at the discretion of the Principal.

Sec. 22. They shall read, from time to time, and explain to their schools, all the rules relating to pupils, that they may be distinctly understood.

PUPILS.

Section 1. None but legal residents of Galesburg, between the ages of six and twenty-one years, shall be admitted into any of the public schools without the permission of the Board, and the payment of tuition, at the rate of fifty cents per week.

Sec. 2. No pupil beginning the first year shall enter after the fourth week of the school term.

Sec. 3. No pupil shall be admitted into the schools without furnishing a physician's certificate that he or she has been vaccinated or otherwise secured against the small-pox.

Sec. 4. Pupils can only be admitted to the schools for the first time by a permit issued by the Superintendent, entitling them to enter Monday morning of any week. Pupils may be received during the first three

days of any term; after which, application for admission must be made on Monday mornings, at the office of the Superintendent.

Sec. 5. Pupils shall attend school in the district in which they reside, except when transferred by the Superintendent of Schools. The following grounds will be considered sufficient to warrant a transfer:

(1). From a school which has more pupils than seats, to a school which has vacant seats.

(2). In case of injury to health from greater distance traveled, the injury to be determined by certificate of some well accredited physician.

The above cases must present certificates of good standing in the schools they desire to leave.

(3). For disciplinary purposes, when the good of the pupil and the good of the school make a change desirable.

Sec. 6. Every scholar who shall be absent four half-days, or tardy four times, or who shall leave school without permission twice within four consecutive weeks, without a statement from the parent or guardian, given in person or by written note, stating that these absences were with his knowledge, or unless such absences shall be in accordance with the previous request of the parent or guardian, given in person or by written note, shall forfeit his seat in school, and the teacher shall forthwith notify the parent that the pupil is suspended; Provided, that no teacher shall be required to enforce this regulation until other reasonable means for correcting such irregularities have been tried. No pupil who has been thus suspended shall be restored until the Superintendent has received satisfactory assurance from the parent or guardian that these irregularities will be corrected in the future.

Sec. 7. No pupil known to be affected with any contagious or infectious disease, or coming from a house where such disease prevails, shall be received in any school until the Principal is furnished with a certificate from the Board of Health.

Sec. 8. Any pupil guilty of defacing or injuring any school property shall pay in full to the extent of the damage, and be liable to suspension or expulsion in case such injury was wantonly committed.

Sec. 9. Any pupil who shall be absent from any regular examination shall forfeit his or her seat, and shall not thereafter enter any of the schools of the city without a special permit from the Superintendent.

Sec. 10. Whenever a parent or guardian wishes to have a pupil excused from any regular study of his class, or regularly during any portion of school hours, for any reason whatsoever, he shall apply to the Superintendent in person or by written note, stating the reason for such request, and the Superintendent shall have power to grant it.

Sec. 11. All the pupils are required to refrain from every kind of rude behavior in the school buildings, such as loud and boisterous laughing and talking, whistling, running and scuffling, and to conduct themselves as well-bred persons would do in a private house.

Sec. 12. No games shall be permitted in the basements or yards which will endanger the safety of any property in the buildings or on adjoining grounds; nor upon the streets to the annoyance of the passers-by. Pupils are prohibited from throwing snow balls or missiles of any kind on the school premises, or on the streets adjacent.

Sec. 13. Whenever the teacher of any school shall report to the Superintendent the name of any pupil whose conduct is considered such that he or she is unfit to be a member of the school, the case shall at once be examined by the Superintendent, and if, in his judgment, the pupil has been duly admonished, and he exhibits no signs of reformation, he shall temporarily suspend the pupil. He shall inform the parent, stating the cause of suspension. Any pupil thus suspended may be restored at the direction of the Superintendent; but no pupil shall be finally expelled from school without the action of the Board. A record of all suspensions and expulsions shall be kept at the office of the Superintendent.

Sec. 14. No pupils shall be advanced from one grade to another except by special permission of the Superintendent, until they are able to sustain a satisfactory examination in all the studies of the grade from which they are to be transferred. All promotions shall be made at the commencement of the school month. Pupils may be sent into a lower class whenever their scholarship has been of the fourth rank two months in succession, or whenever it seems probable that they will not attain a fair standing in a class to which they belong. The fourth rank shall be below an average of 75 per cent.

Sec. 15. To complete the eighth grade or to graduate from the High School, the pupil's standing must not be lower than 75 per cent. in any subject unless the general average of all subjects exceeds 85 per cent. The standing shall be based upon the daily work and the final examination. In all other grades an average standing of 75 per cent. shall be required to admit the pupil to the grade above.

Sec. 16. An excuse for every absence or tardiness shall be rendered in writing or in person by the parent or guardian of the delinquent pupil.

In such case the pupil shall not be entitled to the benefits of the school until the excuse is rendered. Provided, the teacher may, if he thinks best, permit the pupil to remain in school during the first half-day on which he shall come after the absence, or during the half-day on which the tardiness occurs, and require such pupil to bring the excuse on the succeeding half-day.

Sec. 17. Any child who comes to school without having given reasonable attention to cleanliness of person or dress, may be sent home to be prepared for school in a proper manner.

Sec. 18. Teachers may require pupils, guilty of insubordination, to make an apology as openly and explicitly as the nature of the case may require.

DIRECTIONS FOR KEEPING RECORDS.

Section 1. The ages of all pupils shall be taken in years and months immediately upon their entering school.

Sec. 2. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, whether he be a member for one day, for one week, or for an entire term.

Sec. 3. Every pupil who shall have been in attendance during half or more than half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

Sec. 4. The name of any pupil who has been absent for six consecutive half-days shall be dropped from the roll; provided in cases when the pupil has left school not to return, his name may be dropped on the day of leaving.

Sec. 5. Any pupil that may be absent from the school-room at a definite time previously fixed for the beginning of the session shall be marked tardy; except in a case where a pupil, after having been present in the school-room shall be sent by the teacher into other parts of the school building, or upon the school premises, to attend to business connected with the school.

Sec. 6. When a class finishes a grade, there is entered in the Grade Record for the school (1) the length of time the class, or any particular pupil, was in the grade, (2) the name of each pupil, (3) the age in years and months of each pupil, at the time of completing the grade.

Sec. 7. The average number enrolled shall be found by taking one-half the sum of the enrollment and average daily attendance for the month.

Sec. 8. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

Sec. 9. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

JANITORS.

Sec. 1. The janitors shall remain in or near their respective buildings during school hours, unless excused by the Principal, and devote their time to the duties pertaining to their position.

Sec. 2. They shall have the rooms properly heated at least thirty minutes before the time of commencing school in the morning.

Sec. 3. They shall carefully sweep the school rooms, wardrobes and halls after the close of each school day, and shall carefully dust them before the opening of school in the morning, and when the Prindipal thinks necessary, shall scrub the room, wardrobes, halls and windows with water.

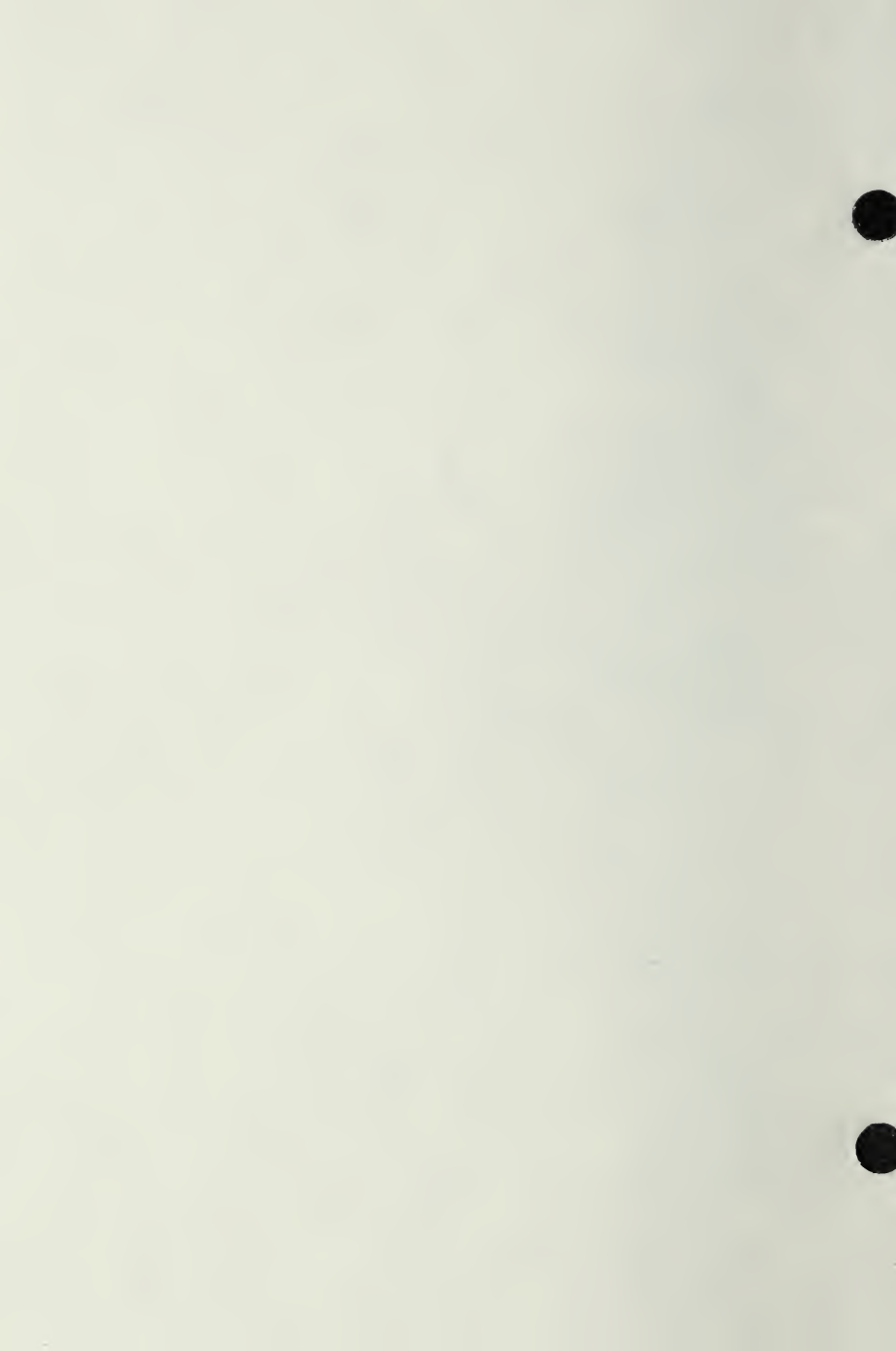
Sec. 4. They shall, during the time of snowfall or sleet, keep brooms at the doors for the use of pupils; keep clean the steps and all the walks in and around the building; shall keep the outhouses and basements in good condition; shall see that the buildings are properly closed at night and at other times when the school is not in session.

Sec. 5. They shall be kind and considerate of pupils, courteous to teachers, and helpful to the Principal in maintaining order in the hallways and on the school grounds.

Sec. 6. They shall perform such other services as the Principal, Superintendent, or Board may require.

Sec. 7. They shall make a daily review of the school buildings and grounds, and report to the Principal or Superintendent any injury done to the same; and so far as they are able, make all repairs needed in terin time.

NOTE.—These Rules and Regulations were adopted by the Board at the October meeting, 1890.





UNIVERSITY OF ILLINOIS-URBANA



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